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A Peer-Reviewed Research Journal



RESEARCH MANAGEMENT CELL (RMC)
MARSYANGDI MULTIPLE CAMPUS
Besishahar, Lamjung



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Editorial Note

Marsyangdi Journal, an annual peer-reviewed journal, covers the several fields of research including social science, education, and natural science. The Research Management Cell (RMC) of Marsyangdi Multiple Campus takes responsibility to publish the academic writings including journal. This is the second academic publication of RMC which contains research-based articles of interdisciplinary areas. This volume has coverage of research articles on language teaching, educational issues, social issues and the topics related to medicine and economic activities. RMC aims to motivate each faculty to involve in academic writing and conducts training and workshops to facilitate them in academic writing every year. However, a few of them have contributed to this volume, and RMC takes it as a challenging aspect. We hope, the number will be increased in the next issue.

We are grateful to the QAA peer review team from UGC, Nepal for their inspiration for journal publication. Our sincere gratitude goes to the peer reviewers Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Sushan Acharya, Prof. Dr. Narayan Prasad Adhikari, Dr. Naba Raj Neupane, Dr. Ramesh Prasad Sapkota, Dr. Dhanapati Koirala, Dr. Rajendra Shah, and Dr. Uttam Poudel for their rigorous reviews and feedbacks to the authors to increase the quality of their articles. We would also extend our warm gratitude to Mr. Hari Prasad Baral, Chair of CMC, Mr. Hari Babu Thapa, Campus Chief, and all the entire team of CMC for their inspiring suggestions. We are extremely indebted to the academicians and researchers who contributed their valuable articles in a short period during the pandemic of COVID. We always welcome critical comments and constructive feedback from readers, scholars and our well-wishers so that we could address your expectations in the next issue.

2078, Bhadra (2021, August)

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प्राथमिक तहका गुरुड मातृभाषी विद्यार्थीको शब्द भण्डार

डा. बुद्धराज खनिया

त्रि.वि. शिक्षाशास्त्र संकाय, कीर्तिपुर

लेखसार

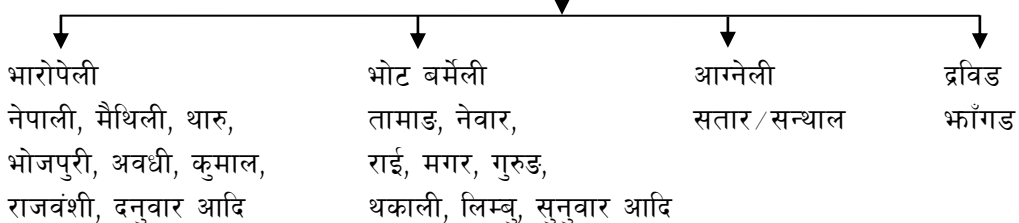
प्राथमिक तहका गुरुड मातृभाषी विद्यार्थीको गुरुड शब्द भण्डार क्षमता अध्ययन गर्ने उद्देश्यले तयार गरिएको यो लेख गुणात्मक अनुसन्धानको स्थलगत अध्ययनमा आधारित छ । यस अध्ययनका लागि उद्देश्यमूलक तरिकाबाट छनोट गरिएका लमजुङ जिल्लाका प्राथमिक तहमा अध्ययन गर्ने गुरुड मातृभाषी विद्यार्थीहरूलाई आफ्नो घर परिवार, विद्यालय लगायत अर्घु, ल्होछार जस्ता विभिन्न विषयमा गुरुड भाषामा वर्णन गर्न लगाई आधारभूत शब्दहरू सङ्कलन गरिएको थियो । यस क्रममा स्वादेश शब्दसूचीका आधारमा नेपाली शब्दसूची तयार गरी शिक्षित गुरुड मातृभाषीहरूलाई अनुवाद समेत गर्न लगाइएको थियो । यसरी सङ्कलन गरिएका तथ्यहरूलाई वर्णनात्मक विधि अवलम्बन गरी पहिले समष्टिमा त्यसपछि क्रमशः शब्दवर्ग र विषय क्षेत्रका आधारमा गुरुड भाषाका आधारभूत शब्दहरूको व्याख्या विश्लेषण गरिएको छ । गुरुड मातृभाषी विद्यार्थीले जम्मा ३८७ ओटा शब्द प्रयोग गरेका छन् जस अनुसार उनीहरूले शब्दवर्ग अन्तर्गत सबैभन्दा बढी नाम त्यसपछि क्रमशः क्रियापद, विशेषण, अव्यय र सर्वनाम प्रयोग गरेका छन् भने विषय क्षेत्र अन्तर्गत सबैभन्दा बढी भूगोल, खगोलसँग सम्बन्धित शब्द प्रयोग गरेका छन्, त्यसपछि क्रमशः मानव र मानवीय अङ्ग, खाद्य-पेय पदार्थ, समय, वार, महिना, पशुपक्षी, किरा फट्याङ्गा, चाडपर्व, पोशाक, धातु, रङ, नाता सम्बन्ध, बोट विरुवा, फलफूल, घरायसी वस्तु, गुण, स्वभाव, भाव, अवस्था, सङ्ख्या, परिमाण र स्वास्थ्य एवम् वातावरणसँग सम्बन्धित शब्दहरू प्रयोग गरेका छन् ।

मुख्य शब्दहरू : आधारभूत शब्द, मातृभाषा, विषय क्षेत्र, शब्दवर्ग, शब्द भण्डार

परिचय

नेपाल बहु भाषिक मुलुक भएको हुँदा यहाँ विभिन्न भाषा परिवार अन्तर्गत विभिन्न भाषाभाषीका मानिसहरू बसोबास गर्दछन् । नेपालमा भारोपेली, भोट बर्मेली, आग्नेली र द्रविड परिवारका भाषाहरू प्रयोगमा छन् (पोखरेल, २०५५, पृ. ८९) । नेपालमा उक्त चार परिवारका भाषाभाषीका साथै ती भाषा परिवारसँग नमिल्ने कुसुन्डा भाषाभाषीहरू पनि रहेका छन् । कुसुन्डा भाषा कुनै पनि भाषा परिवारसँग मिल्दैन (वाटर्स, सन् २००५) । २०६८ सालको जन गणना अनुसार नेपालमा उक्त भाषा परिवारका १२३ ओटा भाषा प्रयोगमा छन् भने पछिल्लो तथ्यलाई हेर्दा भाषा आयोग (२०७६) का अनुसार नेपालमा १२९ ओटा मातृभाषाहरू प्रचलनमा भएको देखिन्छ । नेपालमा प्रयोग हुने उक्त चार ओटा भाषा परिवार र ती अन्तर्गत रहेका भाषाहरूलाई तल आरेखमा देखाइएको छ :

नेपालका भाषा परिवार र भाषाहरू



नेपालका भाषा परिवार र ती अन्तर्गतका भाषाहरू

उक्त भाषाभाषीहरू नेपालका विभिन्न ठाउँमा बसोबास गर्दछन् । कुनै ठाउँमा कुनै भाषाभाषीहरू बहुल रूपमा बसोबास गरेको पाइन्छ भने कुनै ठाउँमा मिश्रित रूपमा बसोबास गरेको देखिन्छ । ठाउँ अनुसार भाषिक सङ्ख्या र परिवेश दुवैमा भिन्नता पाइन्छ । २०६८ सालको जन गणना अनुसार कूल जनसङ्ख्याको एक प्रतिशतभन्दा बढी सङ्ख्या भएका भाषाहरूको विवरण तल तालिकामा दिइएको छ :

तालिका १

नेपालका भाषाहरूको सङ्ख्यात्मक विवरण

भाषा	जनसङ्ख्या	प्रतिशत
नेपाली	११८२६९५३	४४.६३
मैथिली	३०९२५३०	११.६७
भोजपुरी	१५८४९५८	५.९८
थारु	१५२९८७५	५.७७
तामाङ	१३५३३११	५.१०
नेवार	८४६५५७	३.१९
बज्जिका	७९३४१६	२.९९
मगर	७८८५३०	२.९७
उर्दु	६९१५४६	२.६१
अवधी	५०१७५२	१.८९
लिम्बु	३४३६०३	१.२९
गुरुङ	३२५६२२	१.२२

सिबिएस, सन् २०१२

एक प्रतिशतभन्दा बढी जनसङ्ख्या भएका बाह्र ओटा भाषा र ती भाषाभाषीका मूल वक्ताहरूमध्येबाट गुरुङ मातृभाषीलाई प्रस्तुत अनुसन्धान लेखमा छनोट गरिएको हो ।

माथिको तथ्याङ्क अनुसार १.२२ प्रतिशत गुरुङ मातृभाषीहरू नेपालका प्रायः सबै क्षेत्रमा छरिएर रहेका छन् । तर सबै ठाउँका गुरुङहरूको मातृभाषा गुरुङ छैन । मुख्यतः गण्डकी प्रदेशका गुरुङहरूले पहिलो भाषाको रूपमा आफ्नो जातीय भाषा गुरुङ भाषा प्रयोग गर्दछन् । फेरि सबै ठाउँमा गुरुङ भाषाको प्रयोग एकैनासको पनि पाइँदैन । ठाउँ अनुसार गुरुङ भाषाका विभिन्न भेदहरू छन् । मोटामोटी रूपमा गुरुङ भाषालाई तमु (२०५३) ले दुई भागमा वर्गीकरण गरी अध्ययन गर्न सकिने बताएका छन् जस अनुसार मादी नदीको पूर्वी भेगमा लमजुङ, गोरखा, धादिङ पर्दछन् भने पश्चिमी भागमा तनहुँ, कास्की, स्याङ्जा, पर्वत पर्दछन् । त्यस्तै तमु (२०६३) ले मनाङ्गी, लमजुङेली र कस्केली भनी मोटामोटी तिन किसिमका गुरुङ भाषाका भाषिकाको विभाजन गरेका छन् ।

गुरुङ भाषाको अहिलेसम्म व्यवस्थित र पर्याप्त अध्ययन हुन सकेको देखिँदैन । एकाध अध्ययनहरू भएका छन् । तमु (२०५३) ले परम्परागत शैलीमा नेपाली भाषाको माध्यमबाट गुरुङ भाषाको व्याकरण लेखेका छन् । त्यस्तै अर्का तमु (२०६३) ले तमु (गुरुङ) भाषाको व्याकरण लेखेका छन् । ग्लोवर र गुरुङ

(२०५९) ले गुरुङ-नेपाली-अङ्ग्रेजी बहुभाषी शब्दकोश सम्पादन गरेका छन् । खनिया (२०६७, २०६८) द्वारा क्रमशः गुरुङ - नेपाली शैक्षणिक शब्दकोश निर्माण र गुरुङ र नेपाली भाषाको तुलनामा लघु अनुसन्धान गरिएको छ । त्यस्तै तमु र अन्य (२०६५) ले गुरुङ भाषा नजान्नेहरूका लागि गुरुङ भाषा सिकाउने उद्देश्यले एउटा पुस्तिका तयार गरेका छन् । प्राथमिक तहमा मातृभाषामा पठन पाठन गर्न सकिने सवैधानिक व्यवस्था अनुसार गुरुङ भाषामा रत्न बहादुरको लेखन तथा सम्पादनमा पाठ्यक्रम विकास केन्द्र (पाविके) (२०५९, २०६०क, २०६०ख, २०६१, २०६३) ले कक्षा १ देखि ५ सम्मका पाठ्यक्रम तथा पाठ्य पुस्तकहरू तयार गरेको छ । यस्ता केही अध्ययनहरू भए पनि शैक्षणिक दृष्टिले प्राथमिक तहका विद्यार्थीमा केन्द्रित भएर गुरुङ भाषाको शब्द भण्डारको अध्ययन भएको पाइँदैन । पहिलो भाषा एवम् दोस्रो भाषाको बोध तथा अभिव्यक्ति क्षमता अभिवृद्धि गर्न शब्द भण्डार आधारभूत पक्ष भएकाले र सोही क्षमताका आधारमा शिक्षण सिकाइ प्रक्रिया अघि बढ्ने भएकाले समेत यहाँ भाषाका विभिन्न एकाइमध्ये शब्द भण्डार छनोट गरिएको हो । शर्मा र पौडेल (२०६७) को भाषा सिकाइको प्रारम्भिक तहमा आधारभूत शब्द भण्डारको विकासमा जोड दिइन्छ भन्ने सन्दर्भमा समेत पहिलो भाषा एवम् दोस्रो भाषाका रूपमा गुरुङ भाषा सिकने तथा दोस्रो भाषाका रूपमा नेपाली सिकने गुरुङ भाषी विद्यार्थीलाई उपयोगी हुने भएकाले यो अनुसन्धेय विषय समसामयिक र औचित्यपूर्ण देखिन्छ ।

उद्देश्य

यस अनुसन्धान लेखका उद्देश्यहरू यस प्रकार छन् :

१. गुरुङ मातृभाषी विद्यार्थीको शब्द भण्डार क्षमता पहिचान गर्नु
२. उनीहरूले प्रयोग गरेका शब्दहरूलाई शब्दवर्ग र विषय क्षेत्रका आधारमा विश्लेषण गर्नु

अध्ययन विधि

यो लेख गुणात्मक अनुसन्धानको स्थलगत अध्ययनमा आधारित छ । यस अध्ययनका लागि गुरुङ भाषा बोल्ने सम्पूर्ण गुरुङ मातृभाषी वक्ताहरूलाई जनसङ्ख्या मानी लमजुङ जिल्लाको सुन्दर बजार नगरपालिका वडा नं. ४ र कास्की जिल्लाको मादी नगरपालिका वडा नं. ९ बाट प्राथमिक तह (कक्षा पाँच) मा अध्ययन गर्ने दश दश जनाका दरले २० जना गुरुङ मातृभाषी विद्यार्थी छनोट गरियो भने सोही क्षेत्रबाट पाँच पाँच जनाका दरले दश जना शिक्षित गुरुङ मातृभाषीहरूलाई छनोट गरियो । यसरी जम्मा तिस जना गुरुङ मातृभाषीहरूको नमुना छनोट केसवेल (सन् २०१२) ले उद्देश्यपूर्ण नमुना छनोटमा अनुसन्धाताले मुख्य घटनालाई बुझ्न र त्यसबारे जानकारी लिन कुनै व्यक्ति र स्थानको जानीजानी छनोट गर्दछ भने बमोजिम उद्देश्यपूर्ण आधारमा गरियो ।

प्राथमिक तथ्यहरू सङ्कलन गर्न प्रश्नवलीका रूपमा स्वादेश शब्दसूचीका आधारमा नेपाली शब्दसूची तयार गरियो । यी शब्दसूचीलाई भाषाविद् एवम् सम्बन्धित विषयका विज्ञहरूसँगको परामर्शमा विस्तार गरी अन्तिम रूप दिएर निर्धारित दश जना शिक्षित गुरुङ मातृभाषीहरूलाई अनुवाद गर्न लगाई गुरुङ भाषाका आधारभूत शब्दहरू सङ्कलन गरियो । त्यस्तै विस जना प्राथमिक तहमा अध्ययन गर्ने गुरुङ मातृभाषी विद्यार्थीहरूलाई आफ्नो घर परिवार, घरायसी कार्य, नाता सम्बन्ध, दैनिकी लगायत चाडपर्व, खाद्य पदार्थ जस्ता विभिन्न विषयमा गुरुङ भाषामा वर्णन गर्न लगाइएको थियो । यसरी प्राथमिक तहमा अध्ययनरत गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका शब्द र शिक्षित गुरुङ मातृभाषीले अनुवाद गरेका

शब्दहरूको मेल गराई निर्धारित गरिएका आधारभूत शब्दहरूलाई वर्णनात्मक विधि अवलम्बन गरी शब्दवर्ग र विषय क्षेत्रका आधारमा व्याख्या विश्लेषण गरिएको छ । यस्तै किसिमले भण्डारी (२०६०) को शब्द भण्डार सम्बन्धी एक अध्ययनमा विभिन्न स्रोतबाट सङ्कलन गरिएका शब्दहरूलाई अक्षर सङ्ख्या, पदवर्ग र विषय क्षेत्रका आधारमा वर्गीकरण गरिएको छ । भट्टराई (२०६०) ले पनि त्यस्तै खालको अध्ययनमा शब्दहरूको पदवर्गका आधारमा वर्गीकरण गरी तिनको कठिनाइ स्तर पहिचान गरेका छन् ।

गुरुड मातृभाषीले प्रयोग गरेका आधारभूत शब्दहरू

यहाँ गुरुड मातृभाषीले प्रयोग गरेका गुरुड भाषाका आधारभूत शब्दहरूमा ३८७ ओटा शब्द सङ्ख्या पहिचान गरी तिनलाई पहिले समष्टिमा त्यसपछि क्रमशः शब्दवर्ग र विषय क्षेत्रका आधारमा वर्गीकरण र विश्लेषण गरेर देव नागरी लिपिको वर्णानुक्रममा प्रस्तुत गरिएको छ ।

अउनेँ (अरू)	अच्या (छिः)	अर्घु	अलो (ताजा)
आँलाँ (भन्डा)	आघैँ (दाइ)	आडा (बहिनी)	आडी (माइजु)
आच्यौँ (कान्छो)	आजी (सानिमा)	आने (दिदी)	आपा (बुबा)
आमा (आमा)	आम्यौँ (कान्छीआमा)	इचु (यो)	उइब (बोलाउनु)
उडी (अस्ति)	उक्या (पहेंलो)	उब (ढाक्नु)	उहिँब (देखाउनु)
एछ्छाइ (यता)	एब (फर्कनु)	ओसौँ (अगाडि)	ओरे (अचम्म)
ओल्के (रातो)	औ (है)	औमो (भिनाजु)	करेबा (कराउनु)
कलाँज्यु (लप्सी)	का (बिको)	काँगु (चिउँडो)	काँज्यू (पोते)
काँब (तितो)	काम्लो (गिठा)	किँब (लिनु)	कुँ (पिसाब)
कु (छ्याती)	कुनी (ढिँकी)	कुन्दो (महिना)	कुर्तु (कुहिनो)
कूले (टोपी, हे.मल्खु)	के (काम)	केःब (चिलाउनु)	कैँ (भात)
कैँसी (बासी भात)	कोता (अगेनु)	कोते (जुका)	कोदे (भरे)
कोए (गीत)	कोया (भट्ट)	क्याँ (बाटो)	क्यु (पानी, भेडो)
क्युइ (भाषा)	क्युँबा (अमिलो)	क्यौँ (तिमी)	क्यौँरा (तामा)
क्वोइता (गुलियो)	क्र (कपाल)	क्रमु (पछ्यौरा)	क्राँब (कुहिनु)
क्रेफु (सिरानी)	क्रेव (चदनु)	क्रो (गहुँ)	क्रोए (गिद्ध)
क्रोदिन (शुक्रवार)	क्रोब (रूनु, सम्भनु)	केकेबा (गुलियो)	क्लि (दिसा)
क्लिँ (हिउँ)	क्ल्या (गोरु)	क्ल्यौँब (खेलु)	क्वै (जोखु)
क्वे (नाती)	क्हाब (समात्नु)	क्विह (तिमी)	क्हुँ (स्याखु)
क्हौँ (रगत)	क्हुँब (बस्नु)	क्हें (रोटी)	क्होच (खुकुरी)
क्होब (बुभ्नु)	क्ल्यो (ओछ्यान)	क्हवाँइ (माथि)	
खए (हावा)	खन (कहाँ)	खब (आउनु)	खरी (घाँटी)
खले (कसरी)	खाँबा (सक्नु)	खाउ (कुन, जुन)	खाउग (को)
खारब (भार्नु)	खिकुन्दो (भदौ)	खिः (पैँचो)	खुँब (जाडो)
खुकु (भोल)	खुत्केब (गुलियो)	खेतो (पशु)	खेब (पढनु)
खैम (कहिले)	खैली (कस्तो)	खोपे (कोठा)	खुब(नुहाउनु,माभ्नु)

खौबा (पोलु)	गा (घाउ)	ग्री (एक)	ग्रीबए (अर्को)
घलेक	घाँटु	ड (म, पाँच)	डारी (नजिक)
डि (सात)	डिम (हुइगा)	डेय (धोती)	डेब (पोखु, सोधु)
डेस (साँभ)	डोलो (सोल्टी)	डोसेब (चिन्नु)	ड्युब (चिसो)
ड्यो (हामी)	ड्हदिन (आइतवार)	ड्हि (दुई)	ड्हे (दुध)
ड्होको (निधार)	च (ऊ, त्यो, तिनी)	चए (टीका)	चच (नुन)
चर (त्यहाँ)	चबा (खानु)	चिक्र (घुँडा)	चु (यो)
चुँब (बेचु)	चुमै (यिनी)	चें (बाघ)	चौफु (ओदान)
चोबा (भाँचु)	च्यकुन्दो (साउन)	च्याब (मुछुनु)	च्यु (दश)
च्युकुन्दो (कार्तिक)	च्युघी (एघार)	च्येब (चुहिनु)	च्ह (छोरा)
च्हमी (छोरी)	च्हज (सानो)	च्हिब (टोक्नु)	च्हौ (गुँड)
च्होगो (यति)	च्ह्यौ (उत्तर)		
छज्यालो (नमस्कार)	छबा (तातो)	छि (घाँस, बोसो)	छेबा (टोक्नु)
छो (दाम्लो)	छोको (मोटो)	छोपा (अचार, हे.छोब)	छिँ (नड)
छिगु (घिउ, तेल)	छयाब (शरीर)	छयाँब (राम्रो)	छ्युते (थोरै)
जइदी (जन्ती)	जग (भोलुङ्गो)	भोन (हाल्लु)	ट (फुल)
टब (लागु)	टिँब (पिटनु)	टिब (बस्नु)	टु (छ)
टोब (न्यानो)	ट्हा (तरकारी)	ट्हिम्ली (छाला)	ट्होब (जित्लु)
ठागु (जेठो छोरो)	डल्दिब (ढाल्लु)	त (बन्चरो)	तकुन्दो (वैशाख)
तब (बन्नु, हुनु, ओर्लनु)	तमो (हुन्छ)	तम्ब्ल (पुतली)	तयो (पिँडालु)
तले (किन)	ता (के, जे, सियो)	ताँगा (माछा)	ताबा (खन्नु)
ताक्या (सेतो)	तारे (अब)	तिँ (घर, मुटु)	तिमी (बाँदर)
तिब (फुटनु)	तिबी (जुका)	तियाँ (आज)	तिली (सुँगुर)
तिस्योर (असिना)	तेब (पाक्नु, खस्नु)	तेमे (तरुल)	तेल (हिँजो)
तो (थुक)	तौँब (रमाउनु)	तौँलब (थाल्लु)	तोकुन्दो (पुस)
तोतो (नुनिलो)	त्हयिँर (दिउँसो)	त्हौँब (उदाउनु)	त्हिनी (सूर्य)
त्हेब (साटनु)	थाँ (गन्ध)	थागाले (ठुलो)	थाब (हान्नु)
थी (आफू)	थुब (टिप्नु)	थुँब (पिउनु)	थेँब (राख्नु)
दिले (तर)	देदे (अलिअलि)	धवे (फेरि)	धुँ (बोट, रूख)
नक (कुखुरो)	नक्यु (कुकुर)	नखुँ (नाक)	नना (तोरी)
नमि (मुसो)	नमे (चरो)	नरूँ (अघि)	ना (सिँगान)
नाँ (पानी)	नाँग (भोलि)	नाम्या (चट्याड)	नारब (थाक्नु)
नारे (कोदो)	नास (गाउँ)	नोब (बोक्नु)	नोबर (हावा)
नुक्री (हाड)	नुग्याले (अग्लो)	न्ओ (लसुन)	न्वारा (विरालो)
हपे (कान)	न्हब (पाल्नु)	न्हर (निद्रा)	न्हु (पश्चिम)
न्हो (पिप)	न्हवाइ (तल)		

पय (फलाम)	पइगो (हिँडो)	पइदु (दाल)	पदे (नाइटो)
पाँबा (पस्कनु)	पा (जाँड)	पाते (गुन्दुक)	पिङ्गो (हरियो)
पिव (छोड्नु)	पिँव (दिनु)	पुक्ला (सिलौटो)	पुचु (काँडा)
पोको (हाँडी)	पोब (टर्रो)	पोक्रो (भ्यागुतो)	पोर (खटिरा)
पोलो (सिस्नो)	प्रकुन्दो (असार)	प्रब (हिँडनु)	प्रे (आठ)
प्रो (भीर, पिठो)	प्ली (चार)	प्लोब (चिप्लनु)	प्लह (छाँया)
प्ले (डोको)	प्लले (गोडा)	प्लस्ये (चल्लो)	प्लकुन्दो (फागुन)
प्ल्या (पात)	प्ल्यो (मान्द्रो)	प्लि (अक्षर)	प्लिकुन्दो (चैत्र)
प्लिब (लेख्नु)	प्लौ (गोठ)	फ (लोगने)	फापिबा (लाज)
फाब (बाल्नु)	फि (बोक्रा)	फिर (माथि)	फुँ (शून्य)
फुगुरी (सर्प)	फेब (पुगनु)	फो (पेट)	फोकुन्दो (असोज)
फोत्ते (भोको)	फोब (तिर्नु, घस्नु)	फ्याबा (हलुङ्गो)	बाच्यो (सानाबा)
बाज्यु (बाजे)	वान (पर्खाल)	बिब (भन्नु)	बुज्यू (बजै)
भुस्या (फर्सी)	भोबा (बलियो)	मउचे (होचो)	मच्छ (केरा)
मार (सुन)	मिँ (नाम)	मि (आगो, आँखा)	मिक्लि (आँसु)
मिछु (अँध्यारो)	मिबा (पाक्नु)	मु (आकास)	मुइ (भुत्ला)
मुदिन (मङ्गलबार)	मुसी (तल)	मे (पुच्छर)	मेप्रो (खरानी)
मोर (जुँगा)	मोसो (लामखुट्टे)	म्रा (ढोका)	म्री (स्वास्नी)
म्रौ (खेत)	म्रौब (देख्नु)	म्रो (थुन)	म्लौक्या (कालो)
म्लह (धान)	म्वेँ (औषधी)	म्लि (मान्छे)	म्लो (भिनाजु)
म्लोते (ओठ)	म्ल्योब (चार्लु)	याब (जानु)	यो (हात)
यो: (चोर)	योना (औँला)	योसीँ (नड)	यहु (आँगन)
र (बाख्रो)	रिँ (बाँस)	रुँ (सिङ)	रु (धागो)
रुडी (पर्सि)	रैगो (टाढा)	रैब (लामो)	रोदी
रोब (सुत्नु)	रुहैदो (जाँतो)	लदिन (सोमबार)	लनी (चन्द्रमा)
लला (तातो)	लि (भन्याड, अनुहार)	लिलि (पछि)	लुँब (बल्नु)
लौ (दक्षिण)	लउकुन्दो (मङ्सिर)	ल्या (जिब्रो)	ल्लुकुन्दो (जेठ)
ल्लिब (हान्नु)	ल्लुब (बस्नु)	ल्ले (धेरै)	ल्लेब (चाटनु)
ल्लौ (आउ)	वाथिब (छोड्नु)	वाब (फाल्नु)	वीइबा (डाक्नु)
स (माटो, दाँत)	सदिन (बुधबार)	सरदादिन (शनिबार)	सारा (तारा)
सिँ (काठ)	सिँदिन (विहिवार)	सिँब (मर्नु)	सि (चामल)
सु (मुख, को)	सुँइदी (अदुवा)	से (जुम्रो)	सौँ (तिन)
सो (सास)	सोब (बाँच्नु)	सोबा (पिरो)	सोबे (बालुवा)
स्या (मासु)	स्यार (पूर्व)	स्येब (कोर्नु)	स्यौँ (घण्टा, खोला)
सेब (नाच्नु)	सोर्मे (रूघा)	हुब (ढाक्नु)	हे (लेक)
हौँ (खाल्टो)	हौँब (पस्नु)	ह्येँकुन्दो (माघ)	ह्लिब (लामो)

शब्दवर्गका आधारमा गुरुङ भाषाका शब्दहरू

यहाँ गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका आधारभूत शब्दहरूलाई शब्दवर्ग : नाम, सर्वनाम, विशेषण, अव्यय र क्रियाका आधारमा विश्लेषण गरिएको छ ।

नाम

गुरुङ मातृभाषी विद्यार्थीले जम्मा २५३ ओटा नाम शब्दहरू प्रयोग गरेका छन् । यहाँ व्यक्तिवाचक नामलाई समावेश गरिएको छैन ।

अर्घु	आँलाँ	आघैँ	आडा	आडी	आम्च्यो
आच्यौँ	आजी	आने	आपा	आमा	आम्च्यौँ
ओएट	ओछेँ	औमो	कपेदा	कया	का
काँगु	काँज्यू	काम्लो	कि	कु ^१	कुँ
कुनी	कुन्दो	कुर्तु	कुले	के	कैँ
क्र	कमु	क्रेफु	को	कोए	कोदिन
क्लि	क्लिँ	क्ल्या	क्वे	क्हुँ	क्हौँ
क्हें	क्होच	क्ह्यो	क्हवाँइ	खए	खरी
खिकुन्दो	खी:	खुँब	खुकु	खेतो	खोपे
गा	घलेक	घाँटु	ड	डि	डिम
डेए	डेस	डोलो	ड्यु	डहदिन	डहि
इहिबा	इहे	इहेला	इहेल्स्यो		
इहोक्रो	चए	चच	चिक्र	चें	चौँ
चौँफु	च्यकुन्दो	चह	चहमी	चहौँ	चहोगो
च्यौँ	छज्यालो	छि	छिँ	छिगु	छै
छो	छोको	छोपा	छयाब	छयाँब	छयुते
जइदी	जग	जिगाल	भोन	ट	टहा
टिहम्ली	ठागु	त	तकुन्दो	तम्बल	तयो
ता	ताँगा	ताक्या	तिँ	तिमी	तिबी
तियाँ	तिली	तिस्योर	तो	तहयिँर	तहिनी
थाँ	धवे	धुँ			
नक	नक्यु	नखुँ	नना	नमि	नमे
ना	नाँ	नाम्या	नारे	नास	नुग्याले
नोबर	न्ओ	न्वारा	न्हपे	न्हर	न्हु
न्हो	पय	पइगो	पइदु	पदे	पा
पाँ	पाते	पुक्ला	पुचु	पोको	पोक्रो
पोर	पोलो	प्ली	प्रकुन्दो	प्रो	प्ह
पे	पह्ले	पहस्यें	पहकुन्दो	पह्या	पह्यो
प्हि	प्हिकुन्दो	प्हैमै	प्हौँ		
फ	फसी	फापिबा	फि	फुगुरी	फो

फोकुन्दो	फोत्त	फ्याबा	फलपाँ	बाच्यो	बाज्यु
बान	बुज्यू	भुस्या	भोबा	मच्छ	मल्खु
मार	मि	मिँ	मिक्लि	मिछु	म्ल्ह
मुइ	मुदिन	मुसी	मे	मेप्रो	मोर
मोसो	म्रा	म्राखे	म्रि	म्रो	म्रों
मु	म्वें	मिह	म्हो	म्होते	यो
यो:	योना	योप्ला	योसीँ	यहु	
र	रिँ	रुँ	रु	रुडी	रैगो
रैब	रोदी	रुहैदो	लउकुन्दो	लदिन	लनी
लि	लों	ल्या	लहुकुन्दो	लहे	लहौ
स	सदिन	सरदादिन	सारा	सि	सिँ
सिँदिन	सु	सुँइदी	से	सों	सो
सोंच्यु	सोतनी	सोबा	सोवे	सोर्मे	स्या
स्यौँ	सेब	हे	हौँ	ह्येँकुन्दा	

सर्वनाम

गुरुङ मातृभाषी विद्यार्थीले जम्मा १७ ओटा सर्वनाम प्रयोग गरेका छन् । ती यस प्रकार छन् :

अउनेँ	इचु	क्यौँ	खन	खले	खैम
खैली	खाउ	खाउग	ग्रीबए	ड	ड्यो
च	चु	चुमै	ता	थी	

विशेषण

गुरुङ मातृभाषी विद्यार्थीले जम्मा ३० ओटा विशेषण शब्द प्रयोग गरेका छन् । ती यस प्रकार छन् :

अलो	उक्या	ओल्के	काँब	क्युँबा	क्वोइता
केकेबा	खुत्केब	इयुब	च्होगो	छवा	छ्याँब
छ्युते	टोब	तोतो	थागाले	देदे	नुग्याले
पिङ्गो	पोब	फोत्ते	फ्याबा	भोबा	मउचे
मवाले	म्लौँक्या	रैब	लहे	सोबा	हिव

अव्यय

गुरुङ मातृभाषी विद्यार्थीले जम्मा २२ ओटा अव्यय शब्द प्रयोग गरेका छन् । अव्यय अन्तर्गत उनीहरूले सबैभन्दा बढी क्रियायोगी, त्यसपछि संयोजक, नामयोगी, विस्मयादिबोधक र निपात प्रयोग गरेका छन् ।

औ	अच्या	उडी	एछाइ	कोदे	क्ववाँइ
कोदे	झारी	चर	तले	तियाँ	तेलतियाँ
दिले	दे	धवे	नरुँ	नाँग	न्हवाइ
फिर	रैगो	रुडी	लिलि		

क्रियापद

गुरुड भाषी विद्यार्थीले जम्मा ७४ ओटा क्रियापद प्रयोग गरेका छन् । ती यस प्रकार छन् :

उडब	उब	उहिँब	एब	करेबा	किँब
केःब	क्राँब	क्रेब	क्रोब	कल्यौँब	क्वैँब
कहाब	कहुँब	कहोब	खब	खाँबा	खारब
खेब	खुब	खौँबा	डेब	डोसेब	ड्हिइब
चबा	चुँब	चोबा	च्याब	च्येब	च्हिब
छेबा	भोन	टब	टिँब	टिब	ट्होब
तब	तमो	ताबा	तिब	तेब	तौँब
तौँलब	त्हेब	थाब	थुब	थुँब	थेँब
नारब	नोब	न्हब			
पाँबा	पिँब	पिब	प्रब	प्लोब	फाब
फेब	फोब	मिबा	मो	म्ह्योब	याब
रोब	लहुब	ल्लेँब	वाथिब	वाब	वीइबा
सिँब	सोब	स्येब	सेब	हौँब	

विषय क्षेत्रका आधारमा गुरुड भाषाका शब्द

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका शब्दहरूलाई मानव, मानवीय अङ्ग, नाता सम्बन्ध, पेसा र व्यवसाय, चाडपर्व, सामाजिक कार्य, गुण, स्वभाव, भाव, अवस्था, घर, भवन, घरायसी वस्तु, भूगोल तथा खगोल, समय, मौसम, वार, पशुपक्षी, किरा फट्याङ्गा, बोट विरुवा, फलफुल, सागापात, तरकारी, खाद्य पदार्थ, कपडा, धातु, गहना, सङ्ख्या जस्ता बाह्य ओटा विषय क्षेत्रका आधारमा वर्गीकरण र विश्लेषण गरिएको छ । उक्त विषय क्षेत्रसँग सम्बन्धित शब्दलाई तल प्रस्तुत गरिएको छ ।

नाता सम्बन्ध

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका नाता सम्बन्ध जनाउने २० ओटा शब्दहरू यस प्रकार छन् :

आघैँ	आडा	आडी	आच्यौँ	आजी	आने
आपा	आमा	आम्च्यौँ	औमो	क्वे	डोलो
च्ह	च्हमी	फ	वाच्यो	वाज्यु	बुज्यु
मि	म्हो				

मानव र मानवीय अङ्ग

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका मानव र मानवीय अङ्गसँग सम्बन्धित ३४ ओटा शब्दहरू यस प्रकार छन् :

ओएट	काँगु	कु	कुँ	कुर्तु	को
क्र	क्लि	खरी	इहोक्रो	चिक्र	छि
छि	छ्याब	टिहम्ली	तिँ	तो	नुक्री
न्हपे	पद	फ्ले	फ्हो	मि	मोर
मिह	म्होते	यो	योना	योसीँ	लि
ल्या	स	सु	सो		

खाद्य-पेय पदार्थ

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका खाद्य-पेय पदार्थ सम्बन्धी ३३ ओटा शब्दहरू यस प्रकार छन् :

अलो	काँब	काम्लो	कैं	कैंसी	क्यु
क्युँबा	क्वोइता	को	केकेबा	कहें	खुकु
खुन्केब	इहे	चच	छवा	छोपा	छिगु
तोतो	नारे	पइगो	पइदु	पा	पाते
पोब	प्रो	म्लह	से	सो	सोबा
स्या	स्यौँ	सोर्मे			

चाड-पर्व, पोशाक, धातु, गहना र रड

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका चाड-पर्व, पोशाक, धातु, गहना र रड सम्बन्धी २१ ओटा शब्दहरू यस प्रकार छन् :

अर्घु	आँलाँ	उक्या	ओल्के	काँज्यू	कुले
कोए	कमु	घलेक	घाँटु	डेय	चए
छज्यालो	इदी	ताक्या	पय	पिङ्गो	मार
म्लौँक्या	रु	स्यौँ			

घरायसी वस्तु

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका घरायसी वस्तुसँग सम्बन्धित १६ ओटा शब्दहरू यस प्रकार छन् :

का	कुनी	क्रेफु	कहँ	कहोच	चौँफु
छो	त	ता	पुक्ला	पाँ	पोको
फे	फ्यो	म्रा	रहैंदो		

समय, वार, महिना

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका समय, वार, महिनासँग सम्बन्धित २८ ओटा शब्दहरू यस प्रकार छन् :

उडी	कुन्दो	कोदे	क्रोदिन	खिकुन्दो	खुँब
डेस	इहदिन	च्यकुन्दो	च्युकुन्दो	तकुन्दो	तारे
तियाँ	तेल	तोकुन्दो	तहथिर	प्रकुन्दो	फ्हकुन्दो फ्हिकुन्दो
	फोकुन्दो	मुदिन	लदिन	लउकुन्दो	लहुकुन्दो
सदिन	सरदादिन	सिँदिन	ह्येँकुन्दो		

पशुपंक्षी, किरा फट्याङ्ग्रा

गुरुड मातृभाषी विद्यार्थीले प्रयोग गरेका पशुपंक्षी, किरा फट्याङ्ग्रासँग सम्बन्धित २६ ओटा शब्दहरू यस प्रकार छन् :

कोते	क्यु	क्रोए	क्ल्या	खेतो	कहौँ
तम्ब्ल	ताँगा	तिमी	तिबी	तिली	नक
कुखुरो)	नक्यु	नमि	नमे	न्वारा	फ्हौँ
फुगुरी	मुइ	मे	मोसो	म्रो	र
रुँ	से				

बोट विरुवा, फलफूल

गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका बोट विरुवा, फलफूलसँग सम्बन्धित १७ ओटा शब्दहरू यस प्रकार छन् :

कलाँज्यु	कोया	क्रो	ट	टहा	तयो
तुँ	तेमे	नना	न्ओ	पुचु	पोलो
प्ह्या	फि	भुस्या	मच्छ	सुँइदी	

भूगोल, खगोल

गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका भूगोल, खगोलसँग सम्बन्धित ३८ ओटा शब्दहरू यस प्रकार छन् :

एछाइ	ओसों	कोता	क्याँ	क्लिँ	खए
खुँव	डिम	चर	च्ह्यौँ	तिस्योर	त्हिनी
नाम्या	नास	नोबर	नुग्याले	न्हु	प्रो
प्लह	बान	मउचे	मि	मिछु	मु
मुसी	मेप्रो	यहु	रैगो	रैब	लनी
लों	सारा	सोबे	स्यार	स्यौँ	हे
हौँ	ह्रिव				

स्वास्थ्य, वातावरण

गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका स्वास्थ्य, वातावरणसँग सम्बन्धित ९ ओटा शब्दहरू यस प्रकार छन् :

क्लि	क्हौँ	गा	न्हो	पोर	फोत्ते
म्वेँ	सो	सोमेँ			

गुण, स्वभाव, भाव, अवस्था

गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका गुण, स्वभाव, भाव, अवस्था सम्बन्धी १५ ओटा शब्दहरू यस प्रकार छन् :

के	खी:	चहज	ओरे	छोको	तो
थागाले	न्हर	फोत्ते	फ्याबा	भोबा	मिक्लि
यो:	लला	ह्रिव			

सङ्ख्या र परिमाण

गुरुङ मातृभाषी विद्यार्थीले प्रयोग गरेका सङ्ख्या र परिमाण सम्बन्धी १३ ओटा शब्दहरू यस प्रकार छन् :

ग्री	ड	डि	इहि	च्यु	च्होगा
छ्युते	टु	प्रे	प्ली	फुँ	साँ
ल्ले					

निष्कर्ष

यो अनुसन्धान लेख गुरुङ मातृभाषी विद्यार्थीहरूको शब्द भण्डार क्षमतासँग सम्बन्धित छ। लमजुङ र कास्की जिल्लाका प्राथमिक तहमा अध्ययनरत गुरुङ मातृभाषी विद्यार्थीहरूले प्रयोग गरेका गुरुङ शब्दहरूका आधारमा आधारभूत शब्दहरू पहिचान गरी तिनलाई शब्दवर्ग र विषय क्षेत्रका आधारमा

विश्लेषण गरिएको छ । प्राथमिक तहका गुरुङ मातृभाषी विद्यार्थीहरूले जम्मा ३८७ ओटा गुरुङ शब्द प्रयोग गरेका छन् जसमा अनेकार्थी शब्दहरू पनि प्रशस्त छन् । यसले समष्टिमा शब्द सङ्ख्या कम देखिए पनि प्रयोग सन्दर्भमा सोभन्दा बढी देखिन्छन् । जस्तै 'ड' सर्वनाम 'म' मा पनि प्रयोग भएको छ र सङ्ख्या वाचक 'पाँच' मा पनि प्रयोग भएको छ । यसले गर्दा समष्टि शब्द र शब्दवर्ग एवम् विषय क्षेत्रको शब्द सङ्ख्यामा अन्तर देखिएको छ । गुरुङ मातृभाषी विद्यार्थीले शब्दवर्ग अन्तर्गत सबैभन्दा बढी २५३ नाम शब्द त्यसपछि क्रमशः क्रियापदमा ७४ ओटा शब्द, विशेषणमा ३० ओटा शब्द, अव्ययमा २२ ओटा शब्द र सर्वनाममा १७ ओटा शब्द प्रयोग गरेका छन् भने विषय क्षेत्र अन्तर्गत सबैभन्दा बढी भूगोल, खगोलसँग सम्बन्धित ३८ ओटा शब्द प्रयोग गरेका छन्, त्यसपछि क्रमशः मानव र मानवीय अङ्गमा ३४ ओटा शब्द, खाद्य-पेय पदार्थमा ३३ ओटा शब्द, समय, वार, महिनामा २८ ओटा शब्द, पशुपक्षी, किरा फट्याङ्ग्रामा २६ ओटा शब्द, चाडपर्व, पोशाक, धातु, रङमा २१ ओटा शब्द, नाता सम्बन्धमा २० ओटा शब्द, बोट विरुवा, फलफूलमा १७ ओटा शब्द, घरायसी वस्तुमा १६ ओटा शब्द, गुण, स्वभाव, भाव, अवस्थामा १५ ओटा शब्द, सङ्ख्या, परिमाणमा १३ ओटा शब्द र स्वास्थ्य एवम् वातावरणमा ९ ओटा शब्दहरू प्रयोग गरेका छन् ।

प्राथमिक तहका गुरुङ मातृभाषी विद्यार्थीको शब्द भण्डार क्षमता हेर्दा उनीहरूले सबै किसिमका शब्दवर्ग र उल्लिखित १२ ओटा विषय क्षेत्रसँग सम्बन्धित शब्दहरू प्रयोग गर्दछन् । त्यसैगरी प्राथमिक तहका गुरुङ मातृभाषी विद्यार्थीले केही उखान टुक्का पनि प्रयोग गर्दछन् । यसरी समग्रमा हेर्दा गुरुङ मातृभाषी विद्यार्थीहरू आफ्नो मातृभाषामा लेख्य माध्यमबाट सामान्य भाषिक व्यवहार गर्न सक्षम देखिन्छन् ।

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A Critical Analysis of English Language Teaching Situation in Nepal

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ABSTRACT

Critical pedagogy (CP) is an educational movement that primarily aims to support the students in developing a consciousness of freedom so that they can connect the knowledge to power for social reformation. The supporters of CP argue that language teachers should emphasise developing the social skills of the learners along with language skills. Studies show that many English language teachers may have inadequate knowledge and skills about CP and the spirit of CP may not be followed while designing curriculum and writing textbooks. The purpose of the study was to examine the use of CP in English Language Teaching (ELT) focusing on classroom practices, curriculum designing and textbook writing at the secondary level. For this, I used a qualitative research design in which data were collected from six English teachers through in-depth interviews from three schools. I investigated that while designing curriculum, selecting textbooks, and making ELT policy, CP has not been practically implemented. Language policy, curriculum and textbooks are designed by a specific group and imposed on the teachers and learners. There has been a political influence in ELT policy as well. However, some teachers were found positive to CP and implemented it in the classroom, but they demanded special training.

Keywords: critical pedagogy, English language teaching, marginalisation, transformation, oppression

INTRODUCTION

English is taught and learned as a foreign language in many developing and developed countries including Nepal. English was first introduced in the Nepalese education system in 1854 because of the political interest of the Rana rulers (Sharma, 2015). Later on, the *National Education System Plan 1971* made a provision of teaching English as a compulsory subject from Grade Four, and the Ministry of Education and Sports decided to implement English as a compulsory subject from Grade One in 2003. Earlier, English was introduced in higher education after the establishment of Tri-Chandra College, the first college of Nepal, in 1918 (Awasthi, 2003). Now, English is taught and learned as a foreign language from the first grade to the bachelor level as a compulsory subject in Nepal. Moreover, schools including the government-funded schools have shifted their medium of instruction to English Medium Instruction (EMI) thinking that English medium education is quality education.

English occupies a dominant space in various sectors including education, media, business, information communication technology, and tourism. After the restoration of liberal democracy in 1990, the neoliberal ideology became more dominant in Nepal which gave importance to English language teaching highlighting the global scope of English. Neoliberal

ideology emphasises the demand of market and people believed that English language can have the power to win the global competition and grab every opportunity (Price, 2014). Similarly, the privatisation policy in education and the presence of international donor agencies through different international non-government organisations have played a crucial role in promoting the use of English in Nepal (Phyak, 2011). Likewise, emphasising the role of the English language in Nepal, different education plans and policies such as the *National Curriculum Framework 2007*, *School Sector Reform Plan 2009-2015*, and *Medium of Instruction Roadmap 2014* allowed English as a medium of instruction in school level curriculum (Lee & Sha, 2018) which encouraged many schools including the community schools to shift into English medium instruction (EMI) and English language teaching in Nepal.

Different researchers have critically analysed the rapid growth of ELT and EMI in developing countries like Nepal. For example, scholars like Phyak (2013) and Sharma (2015) examined that the English language has reproduced linguistic inequalities. Similarly, Devkota (2018), Giri (2010) and Sah and Li (2018) investigated that ELT including EMI has reproduced socioeconomic inequalities. As Freire (1997) viewed that education should develop critical consciousness on students about social issues in terms of sociopolitical background, gender, race, caste, religion and language, the aim of language teaching like ELT is not only to develop citizens who are competent in language skills, but also promote social skills to the learners. Based on this theoretical perspective (critical pedagogy), I have analysed ELT focusing on curriculum designing, textbooks, and classroom practices in Nepal. The purposes of the study were to examine how English language teachers use CP in their classrooms, and how far CP has been employed while designing English curriculum and textbooks in Nepal. This paper has explored how teachers, curriculum designers and textbook writers have addressed the issues like gender, ethnicity, socio-economic background, and can draw the attention of the stakeholders for the effective implementation of CP in English Language Teaching in the context of Nepal.

LITERATURE REVIEW

This section deals with the theoretical review and some thematic reviews related to ELT in a national and international context from the lens of critical pedagogy, the major theory which has been applied in this paper.

Critical pedagogy (CP) is the most heard educational philosophy which came into existence with the effort and pedagogic practice of Antonio Gramsci along with the works of prominent thinkers from the Frankfurt School, but in reality, it became wholly recognized in the seminal writings of Paulo Freire, especially with the work of *Pedagogy of the Oppressed* (Shor, 2012). Freire, a Brazilian educationist, developed critical pedagogy for an adult literacy programme in Brazil focusing on those who were economically disadvantaged. Freire believed that “Education and knowledge could only have power when they help learners liberate themselves from oppressive conditions” (Norland & Pruet-Said, 2006, p.60). Freire's book turns the ideas of critical theory into critical pedagogy by claiming that teachers and students are the

major agents who are actively involved in the process of knowledge construction (Abrahams, 2005). According to Aliakbari and Faraji (2011), critical theory is the starting point for CP which empowers the oppressed people and supports their social transformation, and Freire used the principles of critical theory developed by the Frankfurt school as the main source of CP. The goal of critical theory is emancipation from oppression through an arising of the critical consciousness based on conscientisation (Kincheloe, 2008). Earlier, Beck (2005) argued that CP is a philosophy that “applies the tenets of critical social theory to the educational arena and takes on the task of examining how schools reproduce inequality and injustice” (392). He further asserted that students learn by analysing the multiple texts critically and examine the injustices around their society.

Critical pedagogy is an educational movement that primarily aims to support the students in developing a consciousness of freedom so that they can connect the knowledge to power for social reformation (Giroux, 1983). The major goals of CP as Gor (2005) put are raising awareness to the people and rejecting any kind of discrimination and violation against them. Similar to critical theory, Freire's CP attempts to emancipate oppressed or marginalised people by challenging any kind of domination, subordination, and oppression. For this, the role of students is crucial for social transformation because through emancipatory education students develop a critical consciousness that helps to improve their living conditions and encourages them to make their society equitable. Vandrick (1994) stated that the goal of CP is to emancipate and educate all people irrespective of their class, race, gender, and so on. In the same line, Gadotti (1994) claimed that CP is the major interest of Freire which aims to reform the structure of an oppressive society. In this regard, Larsen-Freeman and Anderson (2013) state “critical pedagogy is an approach to teaching that aims to create a more egalitarian society by raising awareness of social injustice as a necessary part of the curriculum” (168). For Ellis (2003) a CP is a particular approach to language teaching which uncovers the underlying sociopolitical messages and encourages the students to think about social injustices so that they can improve their world.

Regarding CP in the education process, Freire (1970) distinguished the banking model of education from problem-posing education. He further explained that in the traditional education system, teachers deposit knowledge in students like depositing money in a bank, and it shows the supremacy of teachers where teachers are considered as the pillars of knowledge whereas students are the passive receivers of knowledge. Instead, he proposed a problem-posing education as an alternative approach that can lead the students to critical consciousness. Problem posing pedagogy as suggested by Freire (1970) enables students to develop their knowledge themselves by taking part in series of dialogue and discussions on different situations. Moreover, learners follow five steps of problem posing as describing the content of the discussion, defining the problem, personalizing the problem, discussing the problem, and discussing the alternatives of the problems (Joldersma, 1999). To Freire (1970), both teachers and students collaborate as the subject in this process where the teacher reveals the reality and creates the knowledge of the

world. Students as autonomous learners develop critical power and they “come to see the world not as a static reality, but as reality in process, in transformation” (Freire, 1970, p. 71). Similarly, (Giroux, 1998) suggested that education should make the citizens think critically, and develop democratic values and norms in every society. In a general sense, CP raises consciousness in students, prepares them ready to engage in a larger struggle, develops a good understanding of their experiences, and empowers them to challenge the oppressive social condition and finally change their world.

The scholars like Giroux, McLaren, McLaren, and Peter (1989) argued that education systems are political. Furthermore; McLaren (1989) asserted that the main focus of CP is the centrality of politics and power which influences our education system. Similarly, Joldersma (1999) argued that good teaching can transfer the political system for justice. Similarly, Keesing-Styles (2003) asserted that CP is concerned with social justice and develops such practices which can transform the oppressive institutions through educational practices. For Freire (1970), education is an aspect that maintains the relation between critique and domination and rejects views of the ruling groups who claim that schools provide knowledge in an objective way and without any bias. Likewise, (Giroux, 1997) suggested making everyday experiences problematic and critical by exposing the hidden political assumptions. Giroux (1997) further asserted for the higher educational institutions to engage in political education by "teaching students to take the risk, challenge those with power, honour critical traditions, and be reflective about how authority is used in the classroom" (p.265). Regarding the context of English as a second language (ESL), Norton and Toohey (2004) viewed that language learning and teaching are political processes. So, the centre of the curriculum should be the social and political analysis of life where politics influences the decision about curriculum, textbooks, language used, and the people hired to regulate the education systems (Degener, 2001). The political ideology and power of a group of people can influence the curriculum and textbooks.

Finally, unlike traditional classes, the role of teachers in critical pedagogy is the agent of social transformation where teachers and students exchange their ideas and teach and learn each other. In this regard, Freire (1997) opined that the relationship between teachers and students is fluid, so the learning goes both ways where the role of teachers and learners is interchanged. Freire (1997) further stated that the classes do not reflect banking sensibility, rather make the learners co-creator of knowledge who have active participation in analysing social issues and raise voices on them. Similarly, Akbari (2008) defined critical pedagogy as "connection word to the world", and to establish the connection to the marginalised learners learn to challenge the world problems critically.

Critical pedagogy in ELT is a new approach in language teaching which connects the classroom contexts to the broader society and aims at social transformation by developing critical awareness through education. Here, I have reviewed some previous studies in ELT concerning CP.

Morgan (2004) found that students developed double consciousness while teaching grammar critically employing some burning social issues in Quebec English as a second language classroom, and the learners participate in co-constructing knowledge through the process of negotiation. Similarly, Shin and Crookes (2005) explored that students developed their competency in critical dialogue after implementing CP in the Korean EFL classroom. He further reported that students felt comfortable participating in the dialogue between student-student and student-teacher when they were engaged in group work dealing with local sociopolitical issues. However, Akbari (2008) investigated that most ELT textbooks exclude the political, socio-cultural behaviour, or belief systems of the marginalised groups because they conflict with those of the mainstream groups, and consequently the marginalised groups are denied their rights and opportunities. Furthermore, Akbari (2008) reported that the English curriculums and textbooks are designed by a specific group of people or organizations who are in power and they are unaware of the local sociopolitical issues of the marginalized groups. Thus, Norooziasiam and Soozandehfar (2011) suggested that the dominant issues should not be put in a side in the language classroom; rather the marginalised issues should be addressed associating with the lesson where the learners openly express their views against the social issues like inequalities, dominance and injustice.

Norooziasiam and Soozandehfar (2011) revealed that most English language teachers impose the theories of language teaching according to the syllabus. However, they argued that language teachers should go beyond the limitation of the boundary of syllabus and textbooks, and they should bring the social issues and develop critical consciousness to the learners to think critically over these issues and raise their voice critically. In a different context, Malik and Mohamed (2014) explored that the ideology 'English as a cultural capital' has reproduced socio-economic inequalities in a non-native society where the opportunity of learning English medium education is associated with the economic status of the parents. However, Joseph Jeyaraj (2016) argued that critical pedagogy in ELT supports students in becoming critics as well as the people having more conscious of society. They further reported that English language teachers have accepted critical pedagogy as a new discourse in education and linguistic space that borrows the ideas from sociology and politics and presents a new way of thinking in the field of language teaching and language development. Likewise, Yusuf identified four aspects of critical pedagogy like transformative teachers, critical voice of students, a new form of knowledge, and ethical consideration. Moreover, Thongrin (2018) argued that materials for ELT should be developed grounded in critical pedagogy which incorporates intercultural communication and moral education with a set of guidelines for designing instructional objectives, teaching materials, lesson activities and assessment tools. Such materials aim to develop culturally sensitive language learners, competent communicators, and critical and ethical global citizens.

METHODOLOGY

I employed a phenomenological qualitative design (Cohen et al., 2007) to explore the lived experiences of English language teachers of using CP in ELT classrooms. Six secondary English teachers of Lamjung district were my participants. I explored their experiences through

in-depth interviews and class observation. Their interviews reflected their understanding and perceptions about CP and their class observation explored the practices of CP in the context of the Nepali ELT classroom. After transcribing and coding the data, I developed some themes to explore the participants' practices of CP. I used pseudo names of the participants and their schools while analysing the data to maintain anonymity of the participants' involved in this study.

RESULTS AND DISCUSSION

Based on the interviews of the participants involved in the study and their class observation, I analysed how the ELT teachers used CP and their experiences of teaching English through the CP perspective. The following themes reflect their experiences and practices of using CP in their ELT classrooms. Analysis of English Language Teaching (ELT)

After reviewing different literatures related to ELT from CP perspectives in different contexts, I decided to investigate the ELT situation of the schools of Nepal from the same lens. Besides document analysis like ELT curriculum and textbooks, I took an in-depth interview with six English teachers with more than ten years of teaching experience. I also observed some ELT classes in three schools of Besishahar Municipality of Lamjung district. Based on these tools, I have presented the findings in the following themes.

Analysis of English Curriculum and Textbooks

CP states that there is no set curriculum and no one methodology can work for all students because the curriculum should be designed based on the needs and interests of students. However, in Nepal, the English curriculum is developed by the curriculum development centre with the help of some specific experts who may not know the local reality and sociopolitical issues of the marginalised groups. Similarly, the same curriculum and textbooks are used for the students across the country which may be an injustice. For example:

I think the English curriculum and textbooks prescribed by the Curriculum Development Centre do not match to all the students across the country. For example, students from expensive private schools and rural community schools cannot compete in the same course. It is injustice. We do not know when the curriculum changes. The teachers like me are never consulted while designing curriculum and writing textbooks. We can share our experiences to make them effective (Avi, Annapurna School).

Avi's comment indicated that the common English curriculum and textbooks may not be appropriate for the students of elite private schools of the urban areas and the rural students who have limited resources in schools. The curriculum designed from a top-bottom approach may not be applicable in reality. The experiences of teachers can play an important role while designing curriculum and writing textbooks. It shows a gap between curriculum designers and

implementers. This is supported by Apple (2004) who stated that curriculum design and imposition of textbooks are most often authoritative and are determined by the politics, or religion, or ethnicity, and a large group, especially the parents, is always alienated in the selection of texts and educational decision-making process because a specific group of people constructs texts, there is no role of parents, students, teachers, and many stakeholders associated to education while designing English curriculum and textbooks. The participants involved in the interviews reported that the latest textbooks have incorporated some social, ecological, and human issues in the secondary level English textbooks. For example:

Yes, the latest English textbooks of grades nine and ten contain several topics related to social issues, environmental conversation, and human rights. For example, the textbook includes the poem 'The Chimney Boy' which is about child labour. Similarly, a debate on a single language or multiple languages develops students' logical and critical capacity to express their views on language issues, and a biography 'Yogamaya' gives information about gender violence and women's rights (Binita, Bandana School).

The texts develop not only learners' language skills, but also critical power to analyse the issues linking their local context. But the majority of the teachers are not familiar with critical pedagogy and are not trained to teach English associating with critical pedagogy. Had we got special training on it, we would have been able to develop the critical capacity of our students (Cristi, Karuna School).

Binita and Cristi expressed their satisfaction with the textbooks that covered social, cultural and ecological issues which are very important for the students of the 21st century. However, Cristi said that many teachers were unfamiliar with critical pedagogy and demanded special training to train them how to use CP in English classrooms. The responses of both teachers revealed that although the course has covered some critical issues to make the students aware of them, teachers had little knowledge and skills to engage students in those issues. The lack of teachers' training and orientation may be responsible for their inability to cope with the given issues.

Regarding the relevancy of the texts from the cultural point of view, the participants expressed that they found an influence of Christianity in secondary level texts books. For example:

For about 20 years, the same textbooks are recommended for grades 11 and 12, and they are written by British writers following the English culture. Despite my long teaching experience, I feel difficulty understanding some texts which are deeply rooted in Christianity and English culture. Some examples and images used in the textbooks are intolerable in our culture. So, I do not deal with them in the classroom (Daya, Dipjyoti School).

Daya's comments indicate that the English textbooks may be irrelevant to the Nepali learners as they are not written in the Nepali context where several texts are extracted from the target culture. He gave an example of the English textbooks of grades 11 and 12 which were written by British writers, and they are purely based on the typical English culture and way of life. The students and teachers who are unfamiliar with English culture may feel difficult to understand the text. This is in line with Alegria (2014) who argued that to make the students able to succeed academically and in life; the curriculum on their studies should be relevant to their personal lives, academic needs, and an awareness of their surrounding community. However, the students who have access to television, the internet and different social media and who are educated by the native speakers may understand the contexts and background of the text, but those who do not have such access become victims of those texts. Moreover, it may create inequality that may be connected to their economy, geography and social background. Most of the teachers who are trained traditionally may not be able to deal with these texts in their local context. Similar to this, Kalsoom et al. (2020) concluded that the reason behind the teachers' failure to implement CP in ELT classrooms could be the large class size, lack of adequate resources and trained teachers, impractical and irrelevant curriculum, and lack of student interest and motivation.

The Focus of English Syllabus

The study participants viewed that they followed the curriculum that focused on language skills and language aspects rather than various social issues. For example:

Since the focus of the school-level English syllabus is to develop the communicative skills of the learners, so the emphasis is given to language skills and aspects than social issues. In the examination, emphasis is given to how well students have developed language skills and our teaching is guided by examination (Fulman, Fulbari School).

Fulman's response reveals that teachers emphasise language skills such as listening, speaking, reading and writing, and language aspects including vocabulary, grammar, and language function. The English syllabus of the secondary level aims to develop the communicative competence of the learners with a focus on language skills and aspects. There may be little space for developing critical awareness of students in the syllabus. It means the present English syllabus ignores developing the social skills of the learners, so the majority of the teachers do not encourage the students to interact in the social issues which are essential for critical awareness. Therefore, the present English syllabus has not addressed the concept of CP. As Widodo, Perfecto, Van Canh, and Buripakdi (2018) stated that foreign language teaching should not only focus on developing the communicative competence of the learners, but also make them aware of their transformative role in the socio-cultural and political realities of the world. This is supported by Crookes (2012) who proposed feminist pedagogy to describe feminist classroom participation practices to ensure girls' equal opportunities in classroom activities to minimize gender-based discrimination in the classroom.

ELT Classroom Practice

Although the study participants reported that the secondary level English curriculum has not addressed the issue of CP properly, I observed that most English language teachers were transformative. Students learned English through songs and games, and group work was effective as all the students actively participated in the given task. The teachers were ready to support the students throughout the lesson period. Similarly, students were encouraged to express a critical voice on social issues. During English classes at schools, there was a dialogue session in which every student got a chance to get involved in sharing their opinions and the teachers always encouraged the students to speak more in the class. It not only develops the speaking skills of the learners but also made them critical to the given issues. For example:

I usually link the lesson with social problems like child labour, girl trafficking, gender violence, untouchability in which the students critically expressed their views which promote their critical consciousness. I just give them some examples and encourage finding similar issues in their locality. For example, while teaching 'The Chimney Boys' which is about child labour, I ask them to find examples of child labour in their communities. They come with different issues like the issue of children working at hotels and restaurants or means of transportation who do not get wages. I let them express their views orally first and in written form, which also develops their language skills. I do not find it even if they speak in their first language (Jitman, Janasewa School).

Jitman, who had worked in an NGO and was involved in various training related to social issues such as gender violence, child labour, racial or ethnic discrimination, and human rights before he joined the school, was aware of CP and tried to associate it with his lesson by encouraging students to express their views on different issues. I observed that some teachers who were participated in training conducted by the local NGOs had understandings of CP and found them motivating their students by following the child-centered method. This shows that training can empower teachers to bring CP and encourage their students to express their voices critically instead of giving their lecturers. Thus, teachers' training on CP can enable teachers to teach language skills along with learners' critical thinking skills effectively. This is in line with Crookes (2017) who found that Korean teachers brought changes through a democratic critique of society using CP in the language classroom after they were involved in CP training. However, Gustine (2018) argued that despite their long experiences of teaching English in different schools, some teachers showed a lack of knowledge on using CP as a methodological approach to teaching English.

As the teacher reported above, teachers should not be confined only within the textbook; rather they come out of the box and bring different issues in the classroom which develop new forms of knowledge. The first language is an identity of every individual, so it is undesirable and impossible to prevent the use of the learners' first language in the classroom from a critical

perspective. The learners can express their voices effectively in their language which can empower them and their voices are recognized and respected. Kachru (1992) viewed that the focus of ELT in most of the situations is on applied linguistics that includes the theoretical knowledge about the levels of language like phonology, syntax and lexicon. But the goal of language teaching including foreign/second language teaching is not only to make the learners competent in the language, what I agree that a language is a powerful tool for social transformation. My observation reflected that most of the ELT classes lack creativity, so to fill up this gap, the teachers need to connect the class to their community which activates their minds to solve the social problems they face and work for social transformation. However, those who received some level of training tried to implement CP in their classroom practices.

Finally, the neoliberal ideology of the English language in Nepal encourages many schools to emphasize ELT and EMI. Schools with sound English-speaking environments attract many children every year, and many private schools have used this policy to increase the enrollment rate in their schools for economic profit. This fact has created the situation that the private schools are for the children from the rich family and the public schools are from the poor family, which has reproduced inequality based on economic class and the major cause of this division is the quality of English language teaching.

On the other hand, my observation reflects that in the name of developing English language skills, some teachers in private and community schools impose only the English language and make the students use only the English language. In some cases, they punish the students because they use their first language in the ELT classroom. This situation may discourage the students, especially those who are shy and weak in English, to take part in classroom interaction. It cannot create a democratic environment in the classroom, rather creates distance between the teachers and students and makes the teachers superior and authoritative. Furthermore, this situation cannot treat teachers and students as co-learners and co-constructors of knowledge.

CONCLUSION

According to CP, the main goal of education is to develop critical consciousness on learners about social issues and empower them with the skill to raise their voices critically for freedom and against any kind of domination, exploitation, and discrimination in terms of socio-political background, gender, race, caste, religion and language. So, the aim of language teaching like ELT is not only to develop citizens who are competent in language skills but also to promote social skills so that they can be active agents for social transformation. In the context of Nepal, CP in education has not occupied a special position, and many teachers including the English teachers are not familiar with CP. I found that the perspective of CP has not been practically implemented while designing curriculum, selecting textbooks, and making ELT policy. Language policy, curriculum and textbooks are designed by a specific group and imposed on the teachers and learners. There has been a political influence in ELT policy as well. However, some

teachers who were involved in training related to CP had some level of understanding of CP and practiced CP in their ELT classroom activities. Thus, considerations should be given while designing curriculum and writing textbooks to incorporate CP in ELT and teachers' training can have the power to implement the pedagogy in real practice.

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Capital Market Response to COVID-19 Pandemic – A Systematic Review on Stock Volatility and Performance

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ABSTRACT

This paper aims to identify the impact of the COVID-19 pandemic on stock market volatility and market return as well as the impact of government response to the COVID-19 pandemic on stock market performance. To analyze the same, the paper has adopted Systematic Literature Review (SLR) approach and conducted a review of 40 journal articles published between between 2020 to mid-2021. The paper identified that the short-term impact of the COVID-19 outbreak and government policy measures had a significant and adverse impact on stock market volatility, return and overall performance. In the longer term, the stock markets slowly started to stabilize and revive. This effect on the stock market was also attributed to investor sentiment and thus, in the later stages, targeted government response had a positive effect on boosting investor confidence towards the market.

Keywords: COVID-19, government policy, return, stock market, volatility.

INTRODUCTION

The outbreak of the COVID-19 pandemic in early 2020 posed a significant risk to the health as well as the economic spectrum of almost all countries around the globe. In an attempt to combat the pandemic and prevent its rapid spread, governments around the globe undertook various measures like lockdowns, social distancing, restrictions on cross border entry, restrictions on mobility, and the ban on gatherings, among others (Phan & Narayan, 2020). The numerous advents that occurred in the economy since the outbreak of the COVID-19 pandemic led to uncertainty and loss of investor confidence, which in turn adversely affected the financial markets of the majority of countries (Iyke & Ho, 2021). Fama (1970) proposed an efficient market hypothesis which posited that the prices of stocks quickly adjust to the new information available in the market and thus the prices reflect all information related to the stock, including risk. Aligning with the theory, numerous empirical researches have also identified that the market value increases with an increase in favorable news regarding the external environment and the market value decreases with adverse news about the environment (Burns, Peters & Slovic, 2012; Liu et al., 2020). The role of information in influencing stock prices is linked to investor sentiment (Cox, Greenwald & Ludvigson, 2020). When investors feel confident about the economy the demand for stock increases, thus increasing the market index, on the contrary when investors are uncertain and feel a potential threat in the economy, the supply of stocks increases with less demand, decreasing the overall market performance (Gusni, 2016). This is attributable to the risk-averse behavior of investors.

In the past, the economies around the world have experienced market crashes and recessions that were caused by the skepticism of investors. Given the significant impact of COVID-19 on the world economy, it is likely to create shock, fear and panic among investors, resulting in panic selling (He et al., 2020). Moreover, the perceived risk of investors is likely to increase with higher market volatility. In such a situation, investors tend to wait for revival to jump back in the market (Peng et al., 2015). Such risks can reduce stock prices and decrease the entire stock market performance. To prevent such catastrophic situation from arising soon, it is important to analyze and understand the response of different stock markets around the globe to the COVID-19 pandemic. Equally important is the need to identify the response of stock markets to the various government policies to identify the most effective intervention measures that contributed to boosted investor confidence or managed to maintain stability in the stock markets. Thus, this study aims to analyze the impact of the COVID-19 pandemic on stock market volatility and performance as well as the impact of government policy response towards COVID-19 to the stock market.

METHODOLOGY

The study has been based on Systematic Literature Review (SLR) method (Xiao & Watson, 2017). To conduct SLR, this study has employed the systematic review portion of Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines. PRISMA consists of well-described protocols that help in understanding and conducting reviews of existing studies with an assurance of validity, reliability, and repeatability of the studies (Moher et al., 2015). The guideline consists of a checklist and a four-phase flow chart that assists in selecting quality literatures and in reporting the review in a transparent manner (Liberati, 2009).

Data sources and search strategies

This study is based on literatures that were extracted from credible journal articles published in the different reliable as well as renowned journals. The major sources of the relevant journals were the official websites of Research Papers in Economics (REPEC), Research Gate, Elsevier (Science Direct), Sage Journals, and Springer Link. The study also relied on the Google search engine, especially Google Scholar, to identify and shortlist journal articles concerning the impact of the COVID-19 pandemic on stock market responses around the globe. The key-words used for the search were 'stock market responses to COVID-19', 'impact of COVID-19 on stock market', 'impact of COVID-19 on stock market volatilities', 'impact of COVID-19 on stock market returns', 'stock market response to government policies for containment of COVID-19' for searching the articles across the countries. The search process also relied on relevant references in the reviewed papers, whereby reference list of each study was studied and the most relevant ones were extracted. Since the paper aims to identify the impact of COVID-19 on stock market responses, all reviewed articles belong to the duration between 2020 to mid-2021.

Data extraction and quality assessment

The quality of journal articles reviewed for conducting SLR was assessed independently. To ensure credibility and reliability, the source of the journals and the number of citations were observed. The journals which were cited in at least one or more research articles were considered for further research.

Eligibility and selection criteria

There were four eligibility criteria for the selection of the journals. The first eligibility criterion was language, only those journals published in the English language were included in the study. The second criterion was the relevancy of the topic and its abstract towards answering main research questions. The third criterion was the availability of the entire study. The fourth criterion was the source of the journal and the number of citations of the journals. The final criterion was the applicability of the entire journal in answering the specific research questions. The journal articles that failed to meet the criteria were eliminated from the study.

Constitution of the corpus of analysis

The journal articles used in this study were organized according to the year of publication and alphabetical order of the author's last name. Each article was provided with its respective serial numbers. Initially, 48 articles were downloaded from different sources. Post reviewing the articles based on all five eligibility criteria and removing duplicates, 40 articles were included in the study and the remaining were eliminated. Out of the total 48 articles, 3 were duplicates, 2 were eliminated due to the language barrier, and 3 were eliminated either due to the unavailability of full-text articles or due to the articles being out of research scope. Appendix A presents all the papers included in the systematic review (n=40) and the codification used to identify each one of the papers. The codes have been used in the result section to discuss the analysis.

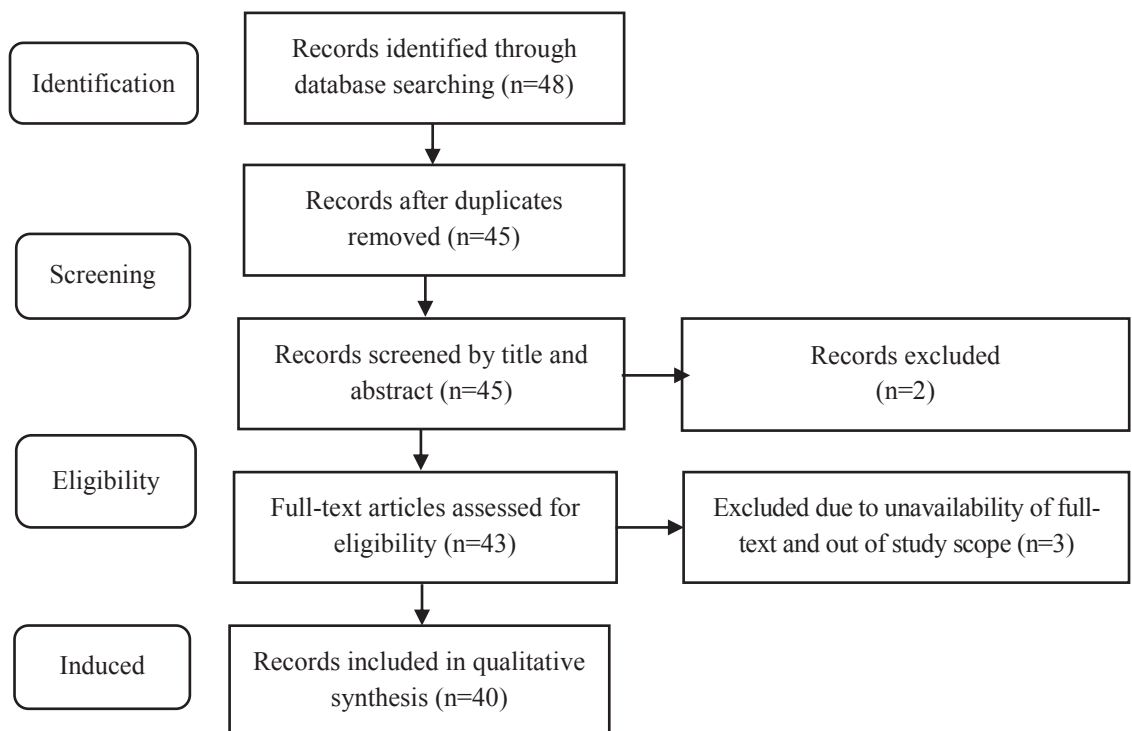


Figure 1. Reporting items for the systematic literature review as per the Preferred Reporting Items for Systematic Reviews (PRISMA).

Characteristics of included studies

The journal articles were reviewed to conduct SLR and out of the total 40 papers reviewed, 22 were published in 2020 and 18 were published in 2021 (Figure 2).

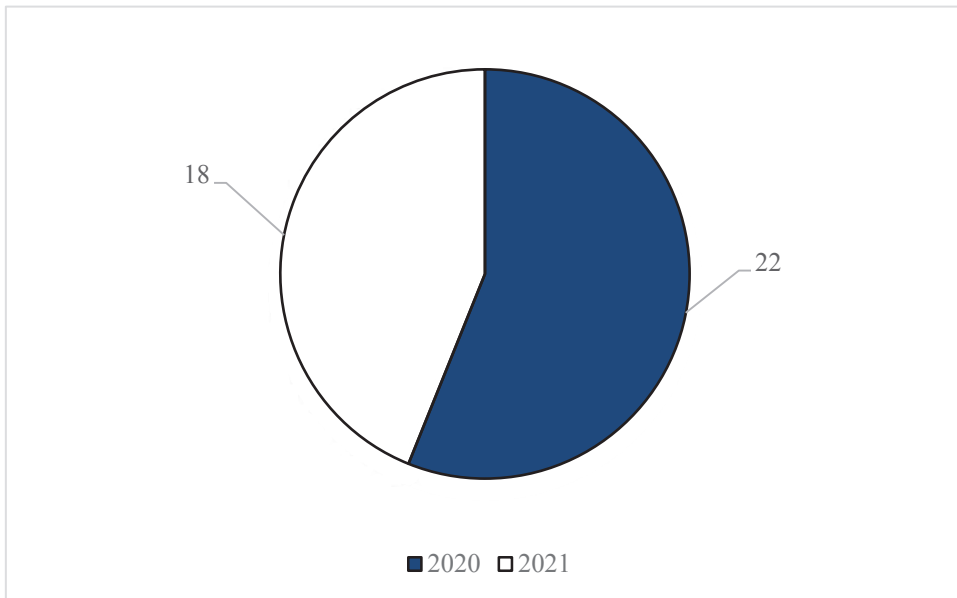


Figure 2. Number of journal articles considered for the study with years.

Strengths and weakness

To increase the validity and reliability of the paper, this paper has used PRISMA approach for conducting SLR. The study has incorporated research articles that were most relevant in answering the research questions. However, the study has recorded stock market response of limited countries due to which comparison between developed and smaller stock markets is not possible. Given the unavailability of relevant research in underdeveloped countries, the stock market response of inefficient markets is limited.

RESULTS

1.1 Aggregate results of the systematic review

Table 1 showed the major cause of stock market volatility with the COVID-19 pandemic. The paper E3 evidenced that market reaction was strong during the early days of confirmed cases and then between 40 to 60 days after the initial confirmed cases. The stock market return was negatively impacted by the COVID-19 pandemic which was shown by 81% of the studies. The government of different countries had announced the stimulus fund as well as taken considerable policy intervention through fiscal and monetary policies. Even though the monetary policy had a positive impact on the stock market, 44% of the studies showed that the impact of government response to the COVID-19 pandemic on the stock market was negative.

Table 1

COVID-19 Pandemic Impact on Stock Market Volatility and Performance

1. COVID-19 pandemic impact on stock market volatility.	Positive	94.1%
	Negative	0.0%
	No impact	5.9%
2. COVID-19 pandemic impact on stock market return.	Positive	12.5%
	Negative	81.3%
	No impact	6.3%
3. Government response to COVID-19 pandemic impact on stock market.	Positive	37.5%
	Negative	44.4%
	No impact	12.5%

1.2 What was the impact of the COVID-19 pandemic on stock market volatility?

Higher stock price volatility occurs in times of higher risk. It acts as an indicator of financial risk, stress, and uncertainty in the investment environment. Thus, crisis, government interventions, and uncertainty are associated with higher stock market volatility. It is assumed that COVID-19 also triggered the stock market volatility and thus numerous researches surrounding the subject have been conducted. Paper RP3 studied the stock markets of 35 countries and identified that the global stock prices in the first month of the COVID-19 outbreak dropped by 30 percent, which was followed by an additional 10 percent increase as a result of decline in mobility. In the latter days of the outbreak, the stocks started to recover and increase modestly.

Paper E6 by analyzing stock markets of 67 countries identified that during the early stages of the onset of the COVID-19 pandemic, from January to April 2020, the stock market experienced higher volatility. The increase in volatility was particularly attributed to different government interventions that shaped opinions of people towards future economic conditions. Similar findings were portrayed in paper M4 which aimed to analyze the stock price and volume of trade three months prior and after the start of the COVID-19 pandemic. After observing a total of 5340 data, the study concluded that the pandemic significantly affected the stock price and volume of trade. The market volatility was the most prominent in the incubation period – January to March 2020. The study elucidates the fact that investors reacted to the shock of the pandemic which resulted in negative stock market incidence in the short term. The influence of COVID -19 related information was also evinced in paper R1 which identified a positive effect of COVID -19 related news and stock market volatility in European countries. The study also observed an increase in stock market volatility in the first two months of the pandemic outbreak.

Paper R6 studied the impact on the stock market index as per the week-of-the-day and identified that Mondays experienced the most negative response from investors when compared to pre-COVID times while the effect on all other days was insignificant. Paper R5 confirmed that

the US and Chinese stock market experienced negative effects of COVID-19. Paper RP2 also attempted to explain these fluctuations in the stock market. Their study identified that the US stock market experienced a V-shaped growth, with prices declining in the early days of the COVID-19 pandemic – up until March – after which the stock market experienced a rebound. The study concluded that the volatility in the stock market after the advent of COVID-19 was a result of risk aversion behavior and sentiment of investors. The study revealed that economic fundamentals like drop in output, and decline in corporate earning did not influence the decline in market prices in starting days of COVID -19, rather it was a result of pricing of equity market risk which was driven by the orthogonal risk-price factor. The study also identified that the rebound of the stock market was related to a series of announcements of economic stimulus by the Federal Reserve. Despite the stimulus promises not being fully reinforced, it helped stabilize the stock market. The study thus suggested that the volatility in stock market was not a result of substance but sentiment. The effect of the pessimistic and panic sentiment of investors on the stock market was experienced by the Asian stock markets. Paper S1 identified that immediately after the COVID-19 outbreak; the Asian stock market experienced an unprecedented level of volatility which was a result of rising uncertainty and fear of the pandemic. Consequently, abnormal returns in the market experienced negative growth as soon as the possibility of the global spread of COVID-19 was perceived by the investors. Paper R4 validated the claim and stated that the market volatility during the COVID-19 pandemic was primarily triggered by investor sentiment that was influenced by different reporting of the pandemic that was concerned with confirmed cases, death cases, oil prices, inflation rate and interest rates. Paper SL1 also confirmed that the long-lasting volatility patterns were a result of agent behavior that increased the market dynamics. The study concluded that speculative behavior of the agents led to a higher degree of reaction towards different news regarding COVID-19 causing higher volatility.

Paper A2 showed that the stock market had been extremely volatile due to the pandemic. The study found that the global or regional level stock market volatility during COVID-19 had a spillover or contagion effect that further exacerbated the country-level market volatility. Similarly, paper SL2 revealed that stock market of different countries was highly connected during the outbreak of COVID-19. As a result, in the first quarter of 2020, there was a dynamic spillover of volatility in the different countries. European stock market had a higher degree of spillover which resulted in more volatility and negative return. Studies have also confirmed that after a prolonged period of the COVID-19 outbreak, stock market reactions had been stable and the level of volatility was maintained. Paper M2 identified that after December 2020, almost a year after the onset of COVID-19, government support measures helped the stock markets around the globe gain control over previous adversities. However, a significant adverse impact of stringent policies adopted during the early stages of the COVID -19 outbreak was recorded in East Asia, Europe, Africa, Latin America, Middle East, and South Asia. The conclusion generated by paper M3 also aligned with the study. Their research confirmed that the negative effect of COVID-19 on stock markets of the United States, United Kingdom, Italy, Spain, and Turkey with higher volatility and structural shift was experienced in February 2021 and the Chinese

stock market experienced similar volatility in January 2020. This implies that the stock market volatility amongst all countries was highest during the earlier period of crisis when the environment was uncertain. Paper RP3 however, pointed that the stock market volatility was higher in the U.S than in China. Likewise, paper RP4 also identified an increase in stock price index volatility after the spike in the infection rate of COVID-19. However, paper M2 revealed that the intervention of the Bank of Korea had no significant impact on balancing the volatility.

Contrary to the aforementioned findings, the findings of paper V1 identified a positive effect of the COVID-19 pandemic on trading volume and investor confidence in India. The study revealed that the volatility in the Indian stock market declined after COVID-19 depicting investor sentiment that aimed to enter the stock market when stock prices are low. The study thus compared the Indian investor behavior with investor risk aversion theory. Paper P1 identified the impact of COVID-19 on different economic sectors. It identified that the effect on media, food, telecom, and pharmaceutical experienced the most unstable markets in the short run. In the medium term, the banking and clothes sectors were most unstable.

In conclusion, the aforementioned studies pointed towards the fact that COVID-19 significantly impacted the stock market volatility in almost all countries around the globe. The studies show that the increase in market volatility was high during the early stages of the COVID-19 outbreak, whereby the uncertain environment, investor sentiment, and risk aversive behavior played an important role in creating a highly volatile stock market. While at that, with the continuation of the pandemic for a prolonged period, the stock markets experienced a rebound after the first few months. In a few countries, government intervention to curb the pandemic also played a role in increasing investor confidence.

1.3 What was the impact of the COVID-19 pandemic on stock market return?

It is evident that the outburst of the COVID-19 pandemic and its rapid spread had a significant impact on the world economy and hence the financial markets of the majority of the country around the globe. This is attributable to the investor response to different aspects of the pandemic – its spread, death as well as containment policies – which have affected stock markets returns of different countries. Paper V1 witnessed that the global stock markets witnessed decreased returns after the onset of the COVID-19 pandemic. A similar finding was reported by paper G1 where it identified a 43 percent drop in investment post the spread of COVID-19. Likewise, paper R7 highlighted that investor sentiment and panic trade were the major reasons behind depressed stock returns. The study also showed that during the early phases the main reason contributing to the downfall of stock returns of government interventions like lockdown policies which resulted in a decline of stock market by 5.3 percent to 7.9 percent when averaged out in 51 stock markets around the globe.

Paper E2 indicated that the daily growth of total confirmed cases and the total cases of death as a result of COVID-19 negatively impacted the stock returns of Chinese stock markets. The impact was identical in all sectors of the economy, that is, all sectors experienced decreased

returns. Likewise, paper N2 also identified similar results by studying stock market returns of China, India, Israel, Japan, South Korea, Malaysia, Saudi Arabia, and the United Arab Emirates. The study confirmed that new confirmed cases and death severely affected stock prices, whereby all companies of the economy experienced negative returns. The reaction was similar in all countries despite the difference in the size of the economy, geographical area, and regulation. Paper R2 revealed that countries belonging to the Gulf Cooperation Council (GCC) also witnessed a negative response of market returns to COVID-19 confirmed deaths, whereby daily returns of stock market indices declined with an increase in COVID-related death. According to paper S2, the COVID-19 outbreak resulted in negative stock returns of G-20 countries within 58 days of the outbreak. The study revealed that the cumulative average abnormal return (CAAR) was negative in both developed as well as developing countries with it ranging between -0.7 percent to -42.69 percent in the first 43 days. However, the panic behavior in the market subdued with the loss declining to -29.77 percent from the 43rd day to the 57th day. Likewise, paper E5 evaluated the impact of COVID-19 on stock market performance in thirteen African countries identified reduced stock market return between -2.7 percent to -21 percent. The study also found that while the impact of the pandemic was severe on ten African countries, the remaining three countries experienced only minimal impact on the stock markets.

Paper E3 also identified that stock markets responded negatively to the growth in COVID-19 confirmed cases, further suggesting that the negative market reaction was strong during the early days of confirmed cases. Paper T1 also reported that the COVID-19 pandemic harmed stock market returns of different countries in the short run. It also confirmed that the responses in different countries had a bidirectional spillover between Asian, European, and American countries. Paper E4 also confirmed that the stock market returns of Europe and the US were negatively impacted with the announcement of the first death in the respective countries. Paper M5 studied countries including Japan, Korea, Singapore, the USA, Germany, Italy, and the UK, and identified that the outbreak of COVID-19 resulted in an immediate decline in stock market indices. The impact was enormous in Asian countries with higher negative and abnormal returns. The study concluded that the reasons for such dramatic decline were investor sentiment and fear of uncertainty. Paper R4 also identified that Asian countries experienced a surge in market return volatility which was primarily caused by investor sentiment influenced by an increasing number of confirmed COVID-19 cases and death cases. Paper M1 revealed that, while South Asian countries experienced a drop in market returns, it was only for a short period.

Paper R3 revealed that higher numbers of COVID-19 cases in Malaysia harmed the performance of the Malaysian stock exchange. While the effect was negative for all sectors, Real Estate Investment Fund (REIT) did not experience a similar adverse impact. Similarly, paper I1 also found that the daily increase in COVID-19 cases harms stock returns of Vietnam. However, after the imposition of lockdown measures, the Vietnamese stock performance improved with increased investor confidence. While the aforementioned studies depict the adverse impact of COVID-19 positive cases and fatalities on stock market return, paper E1 identifies that the

Pakistani stock market experienced the insignificant impact of the rise in daily positive cases and fatalities, while the impact of recovery rate was positive to stock market performance. Paper I2 demonstrated through a study that during the COVID-19 pandemic, some sectors have experienced an increased return. The sectors largely reflect activities that would highly benefit during the pandemic and necessary consumer spendings like health care, information technology, and consumer staples, confirming that investors highly root for information during such times to enable greater returns. Paper MJ1 found that stock market indexes of countries belonging to the Association of Southeast Asian Nations (ASEAN) reported a highly significant negative impact of the COVID-19 pandemic on stock price and stock returns in the sectoral index, especially consumer products and property.

Studies that have focused on the longer-term impact of COVID-19 on stock market return show that the stock market return initially dropped and with time gradually recovered. For instance, paper A1 identified that the increase in the number of confirmed and death cases negatively affected the stock return. However, with the onset of government interventions to combat the COVID-19 pandemic, the response of investors towards the market has been largely positive, contributing to stock prices rebound. Likewise, paper O1 also discovered that the increase in monetary measures by the government had a positive effect on the recovery of stock markets. Additionally, support from donors like World Bank and International Monetary Fund (IMF) to less developed countries played a role in negating the negatives. Paper E4 also confirmed the effect of monetary policy measures in calming down the stock market. Paper R7 also highlighted the effect of targeted government responses like regional lockdown were effective in controlling the stock market returns. However, the study shows a negative effect of monetary and fiscal policy on stock market performance.

The aforementioned studies showed that the COVID-19 pandemic harmed stock returns of the majority of countries around the globe. The decline was especially attributable to investor sentiment. Sectors that benefitted from the pandemic like health and consumer staples did not experience the negative impact. However, the studies also highlighted that the adverse impact was observed in the short run only. In the long run, the market gained stability and hence resulting in a rebound of the stock prices. One of the major reasons behind the rebound of stock returns was government support policies that boosted investor confidence.

1.4 What was the impact of government response to the COVID-19 pandemic on stock market?

With the advent of the COVID-19 pandemic, governments around the globe introduced series of policies aimed at combating its negative impact on health. Some of the most adopted intervention was lockdowns that restricted economic activities including workplace closure, mobility, and public gatherings. Apart from these, governments were heavily engaged in awareness campaigns and other health-related actions. While the aforementioned interventions helped curb the rapid spread of COVID-19, they also resulted in a significant impact on economic sectors of the countries. The severe economic downturn undeniably affected the smooth functioning of stock markets, firstly due to the signaling effect of government responses

about the future economic condition and expected cash flows which were bound to create volatility in stock prices, secondly it also triggered behaviors of risk mitigation amongst investors which impacted both trade and price of stocks.

Paper E6 aimed to investigate the non-pharmaceutical policy responses of the government towards COVID-19 and its impact on the volatility of the international stock markets of 67 countries. The study evinced that government response, especially in the form of information campaigns and cancellation of public events, increased market volatility to a great extent. The increase in volatility was separate from the one created by the fear of pandemic itself. The information disseminated by the government helped investors decides portfolio restructuring and thus facilitated higher trading in the markets. However, restrictive policies were perceived negatively by investors and resulted in further financial instability. The anticipation of more stringency in the economic sphere contributed to higher volatility.

Similar findings were derived by paper R7 by studying the effect of government policy of 57 countries on their respective stock market responses. Confirming to paper E6 the study identified that policy intervention to combat COVID-19 was the major driving force of the global stock market downturn. Policy interventions were indeed more damaging than the fundamental and irrational panic effect of the investors. While at that, the research also confirmed that regional and targeted lockdowns do not have a material impact on stock market volatility and can be an effective pandemic containment measure without having a significant impact on the overall economic sector. Paper RP6 showed that the combination of the travel ban, lockdown, and stimulus packages had a major role in influencing stock market performances. The paper further posited that the breakout of news regarding the government intervention measures resulted in the overreaction of markets. Paper E4 also demonstrated the negative impact of announcements of fiscal policy measures during the COVID-19 pandemic on stock return. The study however highlighted the potential of monetary policy of countries to calm the stock market. Paper O1 also revealed that monetary policy proved to be more effective in countering the negative effect of COVID-19 on stock market. The effects were more prominent in developed countries with the high gross domestic product (GDP) per capita. Paper RP5 also showed that monetary policy has a greater effect on easing pressure on financial markets and the effect of fiscal policy is only positive to stock returns if it is announced on the same day as monetary policy.

Paper R8 showed the effect of government announcements regarding lockdown on the Indian stock market. The study identified that lockdown announcements had a different impact on different economic sectors. For instance, the lockdown did not impact share prices of sectors like cement, construction, information technology, fertilizers, metals, oil & gas, power, services and telecommunication. However, its negative impact was felt in the automobile, media, consumer goods and financial service sectors. The role of government and political information in stock market volatility was also portrayed by paper I2. The study demonstrated that investors' attention towards government decisions heightened during COVID-19 and the subsequent responses of the government during the pandemic negatively impacted the stock market returns

of the United States. In favor of the aforementioned findings, paper RP1 also identified that government policies concerning restrictions on mobility, commercial activities and social distancing had a significant effect on stock market volatility of the United States. The findings showed that attributable to such stringent policies, the US stock market reacted much more fiercely when compared to other previous pandemics despite the mortality rate of the previous pandemic like the Spanish Flu being higher. The negative impact was extended due to the downfall of service-oriented industries such as the ban on international travel, public gatherings and schools, stay-at-home orders, closure of nonessential businesses, and mandates to social distancing and wearing masks.

Paper M2 shed light on the fact that the negative effect on stock market as a result of lockdowns and stringent government policies to combat COVID-19 was observed only in the early crisis periods. The study recorded market responses of 80 countries and identified that government support policies of 2020 helped cushion the adverse impact on stock market in the latter half of 2020. However, the paper highlighted different effects on different countries. The adverse impact of restrictive policies was more visible in Africa, Europe, South Asia, Latin America and the Middle East. Likewise, paper A1 through empirical evidence illustrated that in the longer run, government interventions like mandatory social distancing, and contract tracing had a positive effect on stock market returns of OECD countries. However, the study identified the insignificant impact of economic support policies like stimulus packages on stock market returns. Paper I1 revealed that stock market of Vietnam also experienced positive growth after the implementation of lockdown measures. This response was attributable to increased investor confidence and trust of the citizens in the government response. The study thus suggested early containment measures and proactive government response to prevent stock market volatility.

The studies concluded that the restrictive government measures and news regarding the COVID-19 cases harmed the stock markets of different countries. Lockdowns, social distancing, travel bans, among others were major reasons behind the skepticism of investors towards the future economic conditions. However, in the long run, the policies to combat COVID-19 were proved to be effective in regaining investor confidence. The majority study showed a favorable impact of monetary policy on stock market performance. However, fiscal policies did not have a similar impact.

DISCUSSION

This paper aims to identify the different stock market responses to the outbreak of the COVID-19 pandemic. To analyze the same, the paper looks into three imperative aspects – the impact of COVID-19 outbreak on stock market volatility of different countries, the impact of COVID-19 outbreak on stock market returns experienced by different countries and the impact of different government interventions aimed at combating COVID-19 on stock market response of different countries. The paper presents the impact of COVID-19 on stock market volatility first, which is followed by its impact on stock returns, and finally, the paper presents the different forms of government interventions and their impact on stock market performances.

In the first section, the study confirmed that the outbreak of COVID-19 and its effect on reducing investor confidence had a severe impact on market volatility. The stock markets around the globe experienced a significant increase in volatility after the onset of the pandemic especially in the first few months of the COVID-19 outbreak (Ashraf, 2020). The major factors that triggered the volatility were investor sentiment, government intervention, and news and announcements related to COVID-19. Studies have confirmed that the uncertainty brought forth by the COVID-19 pandemic resulted in a decline in investor confidence towards the market. However, in India a contrary picture was identified as the speculative behavior of the investors led to reduced volatility as investors aimed to enter the market when it was at its low (Gurubaxani & Gupte, 2021). Additionally, with the imposition of lockdown measures and the restrictions of majority economic activities including mobility of people, the negative sentiments of the investors in light of the deteriorating economic situation led to an increase in the stock market volatility in the earlier days. Burdekin and Harisson (2021) pointed out that the adverse impact of stringent and restrictive policies of the government was especially felt in markets of East Asia, Europe, Africa, Latin America, the Middle East and South Asia. Likewise, an equally important factor that led to disruption of confidence among investors was various news and announcements related to COVID-19, especially confirmed and death cases. Consequently, the skepticism amongst investors increased resulting in greater stock market volatilities. The impact of the COVID-19 in the short run aligns with the efficient market hypothesis developed by Fama (1970) which states that the asset prices consist of all available information in the market and with each new information in the market, the prices react accordingly. This reflects that information has a key role in determining both the increase and stabilization of stock market volatilities.

However, the negative effect of the COVID-19 on stock market volatility is subdued with time. Over a prolonged period, markets experienced balanced and relatively stable volatility. The major contributor towards such stabilization was again the response of governments towards the COVID-19 cases. Countries experienced that with an increase in government response and introduction of stimulus packages and fiscal and monetary policies, the stock markets experienced calmness. Cox, Greenwald, and Ludvigson (2020) attributed the stock market response during the COVID-19 pandemic to the risk aversion behavior and sentiment of investors and further clarified that during the COVID-19 outbreak, economic fundamentals did not play a role in increased volatility. It was a result of panic behavior and pessimistic sentiment about future economic conditions that aggravated the negative response, which subsided with the announcements of government support measures in the economy. Likewise, Mishra and Mishra (2021) and Spelta et al., (2021) also reported that the high degree of reaction of stock market was related to different news related to the pandemic. Thus, delivery of information should be conducted with the utmost care during crisis periods to prevent further damage to the stock markets; also the government should be on a constant lookout to implement measures to boost investor sentiment during such times.

Similar to the aforementioned findings, the second section that dealt with the impact of COVID-19 on stock returns also signaled that investor sentiment and panic trade resulted in a significant decline in stock return (Shanaev, Shuraeva & Ghimire, 2020). Numerous studies

concluded that with a rise in confirmed cases and death cases in countries, their respective stock market returns experienced a decline (Al-Aldwani et al., 2020; Sapkota, 2020; Bahrini & Fildilan, 2020; Heyden & Heyden 2020). Likewise, the stock returns also experienced a bidirectional spillover effect between markets of different countries (He et al., 2020). The studies further showed that stock returns of sectors that highly benefitted during COVID-19 experienced a positive return. These sectors largely include health care, information technology, and consumer staples (Smales, 2020; Sutrisno, Panuntun & Adristi, 2021). This demonstrated the fact that investors are in constant search of information that could help them avert risk and increase their gains. The behavior indicated the role of investor sentiment in affecting market prices. In the longer-run, the stock market returns also experienced recovery. The interventions of the government have helped boost investor confidence and thus had a positive effect on stock market performance (Yang & Deng, 2021; Shaffiullah, Khalid & Chaudhry, 2021). While the majority of countries depicted similar results, some countries like Pakistan did not experience a negative effect of the increase in confirmed cases and death cases but instead realized a positive effect of recovery rate on stock market (Ahmed, 2020). Such discrepancies in stock performance improvement despite the crisis period were explained by Karki (2020) by denoting the market as inefficient as such markets cannot explain investor sentiment or do not account for information in the environment.

The study also looked into the effect of government response to COVID-19 on stock market performance. The findings revealed that policy response of the government to the COVID-19 pandemic was one of the main reasons for increased market volatility (Zaremba et al., 2020). The restrictive policies like lockdowns, cancellation of large gatherings, social distancing, were amongst the most harmful policies that negatively affected the stock market performance (Baker et al., 2020). The findings confirmed that the investors were constantly on the lookout for COVID-19 related and political news and the type of information disseminated regarding the same acted as signals to the investor regarding portfolio restructuring (Smales, 2020). A study conducted by Burdekin and Harison (2021) however shed light on the fact that the negative effect on stock market as a result of lockdowns and stringent government policies to combat COVID-19 was observed only in the early crisis periods. In the longer run, policies like mandatory social distancing, and contract tracing had a positive effect on stock market returns (Yang & Deng, 2021; Anh & Gan, 2020). This response was attributable to increased investor confidence and trust of the citizens in the government response. The aforementioned studies thus suggested that the concern of government towards combating COVID-19 and proactive and early government response helps prevent stock market volatility to some extent as it provides assurance and predictability to the investors regarding the future of the economy.

The study also found that fiscal policy measures adopted by the government harmed stock market performance (Shanaev, Shuraeva & Ghimire, 2020; Zaremba et al., 2020; Heyden & Heyden, 2020). However, the studies confirmed monetary measures to have a positive effect on calming the stock market (Heyden & Heyden, 2020; Shaffiullah, Khalid, & Chaudhry, 2021; Klose, & Tillman, 2021). Thus, during such crisis periods, the governments need to announce a strong monetary policy that promises growth of economic sectors. The aforementioned studies

derive a conclusion that COVID-19 pandemic, confirmed and death cases, and subsequent government measures to curtail the spread, lockdowns, social distancing, and other restrictions, had a significant and negative impact on both stock market volatility and returns, except in countries with inefficient markets. However, these observations were noticed only in the short term. In the longer run, the stock markets rebounded. The major reason behind the negative stock market performance was investor sentiment. The uncertain environment and increased fear regarding economic meltdown led to risk averse behaviors of investors which had a greater impact on stock market depreciation than the economic performance of listed countries. In the long run, increased investor confidence also resulted in the improvement of stock market performance. The study also concluded that the role of information in shaping investor confidence is high. Equally important is the role of the government in assuring the investors. The swift government response of the government towards the pandemic thus is important to maintain balance in the stock market.

CONCLUSION

The study identified that the COVID-19 pandemic had a significant and adverse impact on both stock market volatility and stock market returns. The adverse impact increased with the increase in daily confirmed cases and death cases related to COVID-19. The various news of COVID-19 was one of the factors affecting the negative performance. The availability of information regarding uncertain economic conditions triggered investor sentiment which increased their risk averse behavior and the panic it created resulted in the meltdown of stock markets around the globe. However, these effects were only noticed in the short term, right after the onset of the pandemic. With time, the stock markets became relatively stable and stock prices started to rebound. This study thus concluded that the negative stock market impact was a result of investor behavior amidst risk, uncertainty, and panic situation and not because of the economic performance of individual companies. Likewise, government intervention like lockdowns and social distancing measures also harmed stock market performance in the short run. In the later stages, government interventions were viewed positively by investors which helped boost their confidence that resulted in a rebound of markets. The revival of stock prices was particularly influenced by the monetary policies introduced by the government. On the contrary, fiscal policies had negative or no effect in calming the stock market. Therefore, the government can act early towards combating the pandemic. The government can play role in providing information and assuring the investors about the economic condition and enhancing their confidence towards the market.

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Appendix A

Table A1

Codification of Papers Included in Systematic Review

Code	Year	Author	Journal Name	Title	Source
A1	2021	Yang, H. & Deng, P.	Asian Economics Letters	The Impact of COVID-19 and Government Intervention on Stock Markets of OECD Countries	Asian Economic Letters
A2	2020	Sharma, S. S.	Asian Economics Letters	A Note on the Asian Market Volatility During the COVID-19 Pandemic	Asian Economic Letters
E1	2020	Ahmed, S. Y.	MPRA	Impact of COVID-19 on Performance of Pakistan Stock Exchange	Elsevier
E2	2020	Al-Awadhi, A. M., et. al	Journal of Behavioral and Experimental Finance	Death and contagious infectious diseases: Impact of the COVID-19 virus on stock market returns	Elsevier
E3	2020	Ashraf, B. N.	Research in International Business and Finance	Stock markets' reaction to COVID-19: cases or fatalities?	Elsevier
E4	2020	Heyden, K. J. & Heyden, T.	Financial Research Letters	Market Reactions to the Arrival and Containment of COVID-19: An Event Study	Elsevier
E5	2021	Takvi, P. & Bentum-Ennin, I.	Journal of Economics and Business	The impact of COVID-19 on stock market performance in Africa: A Bayesian structural time series approach	Elsevier
E6	2020	Zaremba, A., et. Al	Finance Research Letters	Infected Markets: Novel Coronavirus, Government Interventions, and Stock Return Volatility around the	Elsevier

				Globe	
I1	2020	Anh, D. L., Gan, C.	Journal of Economic Studies	The impact of the COVID-19 lockdown on stock market performance: evidence from Vietnam	Emerald Insights
I2	2020	Smales, L. A.	Review of Behavioural Finance	Investor attention and the response of US stock market sectors to the COVID-19 crisis	Emerald Insights
G1	2021	Gurubaxani, A. & Gupte, R.	Australasian Accounting, Business and Finance Journal	A Study on the Impact of COVID- 19 on Investor Behaviour of Individuals in a Small Town in the State of Madhya Pradesh, India	Google Scholar
M1	2021	Ahmed, F., et al	Sustainability	Assessing the Impact of COVID-19 Pandemic on the Stock and Commodity Markets Performance and Sustainability: A Comparative Analysis of South Asian Countries	MDPI
M2	2021	Burdekin, R. C. & Harisson, S.	Journal of Risk and Financial Management	Relative Stock Market Performance during the Coronavirus Pandemic: Virus vs. Policy Effects in 80 Countries	MDPI
M3	2021	Gunay, S., Bakry, W. & Al-Mohamad, S.	Journal of Risk and Financial Management	The Australian Stock Market's Reaction to the FirstWave of the COVID-19 Pandemic and Black Summer Bushfires: A Sectoral Analysis	MDPI
M4	2020	Machmuddah, Z., et al.	Journal of Open Innovation	Stock Market Reaction to COVID-19: Evidence in Customer Goods Sector with the	MDPI

				Implication for Open Innovation	
M5	2020	Liu, H., et al	International Journal of Environmental Research and Public Health	The COVID-19 Outbreak and Affected Countries Stock Markets Response	MDPI
MJ1	2021	Sutrisno, S., Panuntun, B. & Adristi, F. I.	MODUS Journals	Pandemic Impact of COVID-19 on the Stock Market Index and Return of Stock Market Index	MODUS Journals
N2	2020	Sapkota, S. P	Contemporary Research: An Interdisciplinary Academic Journal	Impact of epidemic infectious disease and death on stock returns: Evidences from Asian stock markets with COVID-19	Nepal Journals Online
O1	2021	Shaffiullah, M., Khalid, U. & Chaudhry, S. M.	The World Economy	Do stock markets play a role in determining COVID-19 economic stimulus? A cross-country analysis	Online Wiley Library
P1	2021	Buszko M, Orzeszko W, Stawarz M	Plos One	COVID-19 pandemic and stability of stock market—A sectoral approach	Plos One Journals
R1	2020	Ambrose, M., et al.	Applied Economics Letters	COVID-19 pandemic news and stock market reaction during the onset of the crisis: evidence from high-frequency data	Research Gate
R2	2020	Bahrini, R. & Fildilan, A.	Quantitative Finance and Economics	Impact of the novel coronavirus on stock market returns: evidence from GCC countries	Research Gate
R3	2021	Lee, K. Y., Jais, M. & Chan, C.	International Journal of Business and Society	Impact of COVID-19: Evidence from Malaysian Stock Market	Research Gate
R4	2021	Mishra, P. K & Mishra S.K	Transnational Corporations Review	COVID-19 pandemic and stock market	Research Gate

				reaction: empirical insights from 15 Asian countries	
R5	2020	Onali, E.	SSRN Electronic Journal	COVID-19 and Stock Market Volatility	Research Gate
R6	2021	Sahoo, M.	Journal of Public Affairs	COVID-19 impact on stock market: Evidence from the Indian stock market	Research Gate
R7	2020	Shanaev, S., Shuraeva, A. & Ghimire, B.	SSRN Electronic Journal	The Financial Pandemic: COVID-19 and Policy Interventions on Rational and Irrational Markets	Research Gate
R8	2020	Thomas, T. C., Sankararaman. G. & Suresh, S.	Journal of Critical Reviews	Impact of COVID-19 Announcements on Nifty Stocks	Research Gate
RP 1	2020	Baker, S. R., et al.	The Review of Assets Pricing Studies	The Unprecedented Stock Market Reaction to COVID-19	Research Papers in Economics (REPEC)
RP2	2020	Cox, J., Greenwald, D. L., Ludvigson, S.C.	National Bureau of Economic Research	What Explains the COVID-19 Stock Market?	Research Papers in Economics (REPEC)
RP3	2021	David, S. J., Liu, D. & Sheng, X. S.	National Bureau of Economic Research	Stock Prices and Economic Activity in the Time of Coronavirus	Research Papers in Economics (REPEC)
RP4	2021	Hoshikawa, T. & Yoshimi, T.	The Developing Economies	The Effect of the COVID-19 Pandemic on South Korea's Stock Market and Exchange Rate	Research Papers in Economics (REPEC)
RP5	2021	Klose, J. & Tillman, P.	Journal of Economics and Statistics	COVID-19 and Financial Markets: A Panel Analysis for European Countries	Research Papers in Economics (REPEC)
RP6	2020	Phan, D. H & Narayan, P. K	Emerging Markets Finance and Trade	Country Responses and the Reaction of the Stock Market to COVID-19—a Preliminary Exposition	Research Papers in Economics (REPEC)

S1	2020	Mishra, P. K. & Mishra, S. K.	Millennial Asia Association of Asia Scholars	Corona Pandemic and Stock Market Behaviour: Empirical Insights from Selected Asian Countries	SAGE Journals
S2	2020	Singh, B., et al.	Global Business Review	The Outbreak of COVID-19 and Stock Market Responses: An Event Study and Panel Data Analysis for G-20 Countries	SAGE Journals
SL1	2021	Spelta, A., et al.	Annals of Operations Research	The impact of the SARS-CoV-2 pandemic on financial markets: a seismologic approach	Springer Link
SL2	2021	Youssef, M., Mokni, K. & Ajmi, A. N	Financial Innovation	Dynamic connectedness between stock markets in the presence of the COVID-19 pandemic: does economic policy uncertainty matter?	Springer Link
T1	2020	He, Q., et al	Economic and Political Studies	The Impact of COVID-19 on Stock Markets	Tandfonline
V1	2021	Shankar, R. & Dubey, P.	Organizations and Markets in Emerging Economies	Indian Stock Market during the COVID-19 Pandemic: Vulnerable or Resilient?: Sectoral analysis	Vilnius University Press

Deteriorating Performance of Students of Community School in English

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ABSTRACT

Tremendous attempts have been made to ensure the quality of education and educational status of the students since if performance in the English language is good, it opens the door of the vast ocean of knowledge. Even though community school education in Nepal receives a significant portion of the total national budget, students' performance in those schools is below average, when compared to students in private institutions with limited resources and teachers who receive merger remuneration. This paper attempts to shed light on the causes of poor performance in the English language among Nepalese community school students in Nepal. This is a qualitative study in which assertions are backed up by pieces of evidence. It is based on previous studies about deteriorating English language performance in the world in general, and in Nepal in particular. The study identified student enrolment, motivation and language learning, politicization, lack of teachers' professional development, and limited exposure to the English language as the major causes of students' poor performance in English.

Keywords: poor performance, English language, causes, community schools.

INTRODUCTION

The Government's initiative in education is very important and the Constitution of Nepal (2015) provisioned education up to the secondary level free of cost in all community schools throughout the nation (Ministry of Education, 2015). For example, education accounts for nearly 18 percent of the country's total budget, with community school education accounting for more than 80 percent of that (Ministry of Education, 2015). Even if such a huge amount of the financial contribution is there from the end of the government in community schools, those schools are criticized for not delivering high-quality education for a variety of reasons as end examination results of those schools is very frustrating and below-average comparing the result with privately owned schools (Timsina, 2008). Moreover, 80% of total enrolled students study in those community schools, however, the final examination (SLC) performance of the students of those community schools is unsatisfactory and students are not entirely to blame (Thapa, 2013). Moreover, School Sector Reform Project (2009) asserted that the average achievement of the students has consistently been remained below 50%, implying that they have accomplished less than half of what their curriculum requires in community schools.

Education is to be practical in this 21st century and practical education ensures smooth learning. The importance of the English language can hardly be exaggerated in countries like Nepal because it is regarded as a master-key that opens the doors of a vast pool of knowledge. It is because competency in English yields opportunities to study any course one wants to pursue in world education for a skillful learner. Because of a good command of the English language,

hundreds of thousands of Nepali students go to developed countries to continue their further studies. It is one of the requirements for admission to those countries is the demonstration of their competency in the English language and from this fact it can be easily understood the importance of the English language in the world of education in general and in developing countries like Nepal in particular. Even if learning the English language has been given much more priority, performance in community schools in Nepal in the English language has not been found satisfactory, and the statistics show that the results are frustrating (Mathema, 2007). In Nepal, there is a tendency that whenever a student has bad performance blame is given to teachers but contrary to this if the student performs better, the attribution is given to the respective students. This mindset of stakeholders, especially that of parents is dangerous because it demotivates teachers causing them to stop working as hard as they once did (Parajuli & Das, 2013). In reality, several factors contribute to the poor performance of students in community schools in Nepal and some of these comprise of lack of qualified teachers, the politicization of each issue, lack of exposure to the content to be taught and learned, and considering and studying the English language as a subject (Kandel, 2014). Not only that, but there must be some gap between the policy, implementation, and output of teaching and learning of English in community schools in Nepal.

LITERATURE REVIEW

Many studies have been conducted around the world to find out the possible causes of poor English language performance in community schools. For example, Hashemi (2011) pointed out that students' weakness in English language learning in Laos was due to the difference in social contexts, cultural environments, i.e., in the environments where the first and second language learning takes place. The case of Nepali secondary schools is also the same in the sense that the socio-cultural environments for learning are not conducive for the English language since most of the classroom discourses are carried out in the Nepali language. Later on, Musa, Lie, and Azman (2012) in Malaysia identified different causes for poor performance in English by community school students that included students' perception towards English as a difficult subject to learn, over dependency on teachers, lack of support from home and community, limited exposure, unwillingness to use English for a communicative purpose, and lack of motivation to learn. In the subsequent year, Saad, Adamu, and Sadiq (2014) found that the poor performance in community schools in Nigeria comprised dominance of mother tongue, inadequately trained teachers, lack of facilities and instructional materials, students' negative attitude towards learning English, and teachers' improper use of methods of teaching English.

Similarly, Parajuli and Das (2013) in their study investigated three causes of poor performance in the English language in Nepal. The first issue was physical and structural that comprised of having poor school building, inappropriate textbooks, inadequate teaching materials, the geographical location of schools; the second was quality issues comprising of untrained and unresponsive teachers, impractical curriculum, less reflection of training into the classroom; and the third was non-educational issues like poverty and social exclusion as the inhibitors for the poor performance of students in the English language in Nepali community schools. Earlier, Bista (2011) reported that the English language has not received the same status

in public schools like that of private schools in Nepal because of its limited use which impeded students' poor performance in the national level examination. The reasons he pointed out for poor performance in the English language comprised a lack of trained teachers, improved textbooks, enough supplementary materials, mother tongue dominance, and not having a better evaluation system. Finally, Kandel (2014) found the causes for poor performance in English encompassed the gap between theory and practice of English language teaching, overcrowded classes, poor physical facilities, overdependence on teachers, treating English as a subject rather than a language, government's policy, phobia towards learning English and less exposure. However, this study particularly focuses on the causes of poor performance in the English language by the students of community schools of Nepal sharing the frame of references of the previous studies to illuminate the root cause for such a deteriorating performance so that concerned stakeholders can strategize their teaching and learning practices in the days to come.

METHODOLOGY

To explore the deteriorating performance of students in the community schools of Nepal, the study posed the research question as “what are the underlying causes behind the poor performance of students in the English language in community colleges in Nepal?” As the objective of this paper is to explore the causes of secondary level students' poor performance in English in Nepal, the study used a qualitative method so it collected the evidence of poor performances of the students from different sources. It is because using the qualitative method; I could be able to dig deep so that valid and verifiable pieces of evidence could be brought sharing the frame of references of previously published works (Denzin & Lincoln, 2018; Creswell & Creswell, 2018; Cohen, Manion & Morrison, 2018). Those sources include different reports, journal articles, and conference proceedings. Using purposive non-random sampling procedure those pieces of evidence have been selected and while analyzing the data, sound arguments have been made so that justification of each theme could be made.

As mentioned above, the study depended on secondary data, and all the documents, reported and relevant literature related to the poor performance of students in the English language in Nepal has been collected. Following the framework of Braun and Clark (2006), the study first collected pieces of evidence of poor performance as mentioned above, formulated codes, and based on those codes, based on those themes were emerged, those themes were related with the fact that has been reported by different studies. Finally, the argumentation that is made in the topic sentence is related to the established literature. By doing so, a coherent argument can be developed for each theme. The thematic data analysis has been presented in the following section.

RESULTS

The English language has always been regarded as a difficult language for a variety of reasons (for example, there is no one-to-one correspondence between a sound and the letters it represents in the English language (Rao, 2018)), and learning English has always been a difficult task for Nepali students (Adhikari, 2010). The general causes of poor performance in the English language in the Nepali community schools' classroom can be listed as having a heterogeneous

level of students, the large size of the classroom, not getting English specialized teachers in rural parts of the nation, the dominance of mother tongue, students' fear of providing wrong answers (Kandel, 2014; Parajuli & Das, 2013). Moreover, the general tendency reported by many studies that many school supervisors do not go to those schools which are located in urban and geographically difficult to reach places, most of the teachers want to work in urban places and those teachers who are unable to be updated with the latest language teaching technologies should be made the provision of the golden handshake and should invite freshers from open competition. Even so, the study came up with the following themes about the poor performance of students in English in community schools in Nepal.

Students' Enrolment

The process involved in the production of something has to be genuine and if the characteristic of genuine can be maintained, the product can have an important resemblance of its genre in the pedagogical process. It is because whatever the raw materials (input, students in this context) one takes, the same is processed (teaching to those students) and output will have arrived (performance of the student). (What is the connection between the previous sentence and the following one?) In the same way, the students enrolled in community schools are mostly girls, ethnic minorities, and students from backward societies for whom learning the English language is just to pass the examination, and children from elite families prefer to choose private schools because they doubt on the quality of education provided by community schools (National Institute for Research and Training, 2017). Because of these reasons, the students enrolled in community schools do have satisfactory results. Mathema (2007) asserts that even after several years of schooling in English, most linguistic and ethnic minorities have difficulties in expressing themselves in the English language. It might have caused it because they consider learning English as merely a means of passing the exam rather than as a means of international communication. Mathema (2007) goes on to say that: Following the withdrawal by professionals, businessmen, government bureaucrats, university professors, and even school-teachers of their children, public schools in Nepal are now attended by girls and children from poor backgrounds and those living in difficult conditions. It is exactly for this reason that the problem of the massive failure of the SLC examination and the near-collapse of the public school system are ignored and not seen as a national problem (p. 64). Hence, special attention has to be paid while recruiting students as they are the flag carriers of an educational institution, and the success and failure of an institution are being determined by their performance and progress.

Moreover, Ghimire (2019) asserts that the quality of community schools' English language can be improved if all the government staff enroll their children in those schools. Besides, Shrestha (2008) argues that children from the aristocrat family receive English medium quality education that leads them to better career opportunities while the children from the middle class and lower middle class receive low-quality English medium education and are deprived of better career opportunities which have been impeding them to remain behind those the children of well-to-do families. This predicament is a contributing factor in the widening of social divides. Therefore, among many causes of poor performance in English, the types of students enrolled in community schools are the major variable behind poor performance on the part of students.

Motivation and Language Learning

Aligned with the previous issue, the role of motivation is significant in English language learning since the English language is not spoken as a mother tongue in Nepal rather it is learned as a subject (Bista, 2011). If a learner is not well motivated, learning is beyond imagination in the sense that the learners' primary priority will be something different than learning the English language. The view of Kandel (2014) resonates it where he says in the communities where there is the problem of hand-to-mouth, the primary concern of children from those communities will be to manage food rather than to concentrate on the study. Most of the students from community schools are from the working class and before and after school they have to work to support their families. Therefore, their attention can be on something different than learning English in the classroom. In this connection, Ginsburg (1972) asserts that three factors are responsible for students' poor performance. They are bad teaching, motivation, and style...if students are motivated, there is interest and passion for learning. Contrary to this, students in most of the community schools have to focus on non-academic ventures, in such a perplexing context how we can imagine outstanding performance from such students in the English language.

Gardner and Moran (2006) assert that motivation is one of the factors that influence success or failure in learning a language, particularly when learning a foreign language or a second language. Likewise, according to Petty (1993), if students do not want to learn from their hearts, their learning efficiency will be inversely proportional. As a result, how can we expect a student from a community school to learn something from the heart when he or she is preoccupied with something other than learning English? Students in Nepal's English community schools performed poorly as a result of this fact this way too:

Politicization

Teachers are primarily responsible for the below-average performance of students in community schools because of their involvement in political activities than in academic activities (Ghimire, 2019; Pokhrel, 2020). Therefore, another factor for poor performance in English by the students of community schools in Nepal is politicization. It is a widespread fact that community school teachers are affiliated with political parties and teachers' unions which gives them deference against possible action if they fail to perform their duty (Ghimire, 2019). Even if the Ministry of Education has formulated the provision of punishment to those teachers whose performance is very meager for three consecutive years (Ministry of Education, 2015), because of their involvement in political parties, no disciplinary actions are taken by the concerned authority. Moreover, schools are declared School as Zone of Peace (SZOP) by the Government of Nepal in 2011, schools have to refrain from any political interference but in reality, politics is deeply intruded into schools in such a way that in every action there is the interference of politics in school (Pokhrel, 2020). Those actions include the division of teachers into different political parties, debating for and against their political indoctrination during recesses, the appointment of the school management committee (SMC), and the teacher selection procedure. Can we imagine a quality education in the circumstance in which all the systems of community schools are fabricated by politics? The answer to this question is obviously "no". Therefore, the most important problem lies in politicization.

On the other side, Mathema (2007) reiterates that if teachers refrain from politics, the quality of community schools can be improved; however, the problem is not local; rather, it is a national issue, and political leaders seem to have been patronizing teachers. If such practice is eliminated, the teachers may actively involve in the act of teaching. Therefore, I feel, teachers' involvement in politics is to be eradicated without any reservation. Moreover, if it is done teachers will be able to concentrate on classroom practices which will automatically add to improving students' performance.

Teachers' Professional Development and other Factors

Teachers' professional development is also another crucial variable for ensuring good performance on the part of students. It is believed that a qualified and trained teacher becomes able to impart education according to the need and levels of the students that s/he teaching. If government reports are to be trusted, 96 percent of public school teachers are trained and they are paid according to rules and regulations of the Nepal government (Ghimire, 2019). If training and remuneration are satisfactory, there must be a connection of this issue with the issues raised above since the theory of human psychology asserts that a satisfied person performs an assigned job dutifully. Contrary to this, in private schools teachers rarely get an opportunity of attending training and get less salary (in most of the circumstances) but their students' performance is found outstanding is the most astonishing factor to be analyzed in the sense that why cannot students perform better by a well-trained and highly paid teacher in the community school. This issue is the most debatable issue which is frequently found in the public discourses with sharp dissatisfaction from academicians and other stakeholders and links this issue with previous ones.

Even if teacher training has been provided to all English language teachers throughout the nation, a report by Kerr (1994 as cited in Awasthi, 2010) asserts that... "the standard of written and spoken English amongst government (community)school teachers in Nepal ranges from Grade two to Grade four native speaker, with only a few exceptions" (p.11). After a thorough analysis, it seems that the real problem lies here. It is because English language teachers are not updated and do not study the latest theories, it might be the main issue of having a deteriorating condition of students in the English language. Additionally, the condition of the rural part of Nepal is the worst. For example, Mathema (2007) reports that:

The nationwide survey involving 450 secondary schools and approximately 22,500 students and the case studies of 28 effective and ineffective secondary schools carried out within the Study on Student SLC Performance reveals that hardly any teaching and learning take place in many public schools in rural areas. There are very little testing and no remedial support for students in difficulty. This practice of neglecting weak students starts at the primary level and carries on through secondary (p. 51).

Parajuli and Das (2013) advocate that most of the English teachers participated in different refresher training programs organized for effective teaching strategies by GOs, NGOs, and INGOs, but learned things are not transferred into the real classroom teaching due to negligence in one side and lack of strict monitoring and evaluation on the other. Another factor

that is prevalent in community schools' English language classrooms is that teachers prefer to teach chalk and talk methods and do not dare to teach using the communicative method which is prevalent in all English language classrooms around the world (Awasthi, 2010). Therefore, it is important to change the methodology that teachers have been employing in teaching and they are to be updated with the latest language teaching approaches, methodologies, and approaches.

Another cause that Mathema (2007) points out was teachers' absenteeism. The most surprising factor is that even if teachers are present in the schools they do not teach because nobody can take action against them and the head-teachers are just onlookers for such serious offenses. This attitude is replicated by newcomers too. On the other hand, Mikesell (2006) points out that teachers' morale in most public schools is low for numerous reasons that comprised much politicizing, lack of professional support, ineffective and biased school management, inappropriate resources, and ineffective leadership.

Exposure to the English Language

In a typical community school in Nepal, the exposure to the English language is given just 45 minutes and the rest of the classroom teaching and learning activities are conducted in students' mother tongue. This is one of the factors for poor performance in English for the students of community schools in Nepal. When I went to some schools for data collection for my study, I found that teachers exclusively teaching in the Nepali language, and in this connection, Kerr (1999) as cited in (Awasthi, 2010) has presented an example of how the teaching and learning activities in English language classroom take place:

Teaching instruction consists of grammatical dissection and rote memorization of the text. This gives children no opportunity or encouragement to use the language. Further, the physical condition of the schools and large student numbers are not conducive to good teaching and learning. Teachers who can make additional teaching materials have no place to either store or display them (p. 14).

Hence, the exposure to the English language needs to be accelerated since it is directly related to the performance of the students in the sense that the greater the exposure to the language, the greater will be the performance of the students which, in the Nepalese context, is lacking because of several reasons.

Similarly, students rarely get an opportunity to express their opinions in the English language as the study of Feldman (1989) projected the issue that ...“in Nepali community schools' classroom of English a student does not speak English for even ten minutes in ten years of studying the language” (p. 11). In such a condition how can we imagine good performance on the part of the student in the English language in those community schools as listening and speaking tests are taken only for showing without real-life implications.

DISCUSSION

Even if the government of Nepal has invested a large budget for community schools and enormous attempts for teachers' professional development, the outcome seems like pouring water

on the sandy place. Because of several reasons the performance of secondary level students in general and in the English language, in particular, is very deteriorating while comparing it with the performance with students of private school (Mathema, 2007). The government and other stakeholders have done a tremendous effort to enhance the performance of community schools; all attempts have not been successful so far. Many studies, for example, Kandel (2014); Parajuli and Das (2013); (Bista, 2011) suggested having strict monitoring and supervision to all stakeholders to ensure the quality of teaching and learning English in those schools, such ideas seem to have remained unimplemented and the condition of English language is deteriorating day by day.

As it has been already advocated in the discussion above that learning the English language in community schools is not only a problematic issue in Nepal but a similar condition has been found in other countries too, for example, Saad et al. (2014) in Nigera, Musa et al. (2012) in Malaysia and Hashemi (2011) in Laos. In Nepal, the situation is a bit different than that of those on the ground that politicization has become one of the major issues that impede quality teaching and learning in Nepal. On the other hand, if all the government employees admit their children to the community schools, the quality of the English language can be improved. Moreover, in place of being the cadre of political parties, involved in political discussion during school time, if teachers sincerely concentrate on teaching and learning activities, the quality of the English language can be improved. Teachers who were trained should reflect whatever they have learned in classroom teaching while students should be motivated from all from home to school administration to learn English effectively showing the good consequences of learning English. Finally, the most problematic situation that has been found in English classrooms of community schools is less exposure to the English language. This should be immediately abandoned and English subjects should be taught using the English language.

CONCLUSION

The study explored different causes for the poor performance of students in the English language in community schools in Nepal and the problem is not only with the teaching and learning process as well as teachers and students. But the real problem lies in the policy that has been formulated by the administrative body. For example, the command over the English by a student in Kathmandu or Pokhara and with a student in Dolpa cannot be the same, but the same textbook is being imposed on them. On the other hand, the study found that the types of students enrolled in the community schools have less interest in learning since their primary purpose was to manage money for their hand to mouth. It is because those students who have been studying in community schools are mostly from the unprivileged and marginalized group and for them going to school and learning the English language was just to pass time. However, motivation and language learning on the part of those students were not good as such. Similarly, politicization was the most pressing problem that yielded deteriorating condition of students since neither teachers were found to be serious towards teaching nor students were serious towards the learning process. Finally, due to limited exposure to the English language, the poor performance of the students has been found.

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Evaluation System at School Level in Nepal: Major Pitfalls and Considerations

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ABSTRACT

This paper aims to explore the pitfalls of the current evaluation system at the school level in Nepal focusing on the major consequences of educational practices as the output of the evaluation system. Although the provisions of formative assessment tools such as portfolio management and project work were included in the curriculum framework and policy documents, the evaluation process was based on a theoretical basis. Similarly, the judgmental written examination for assessing theoretical aspects and Continuous Assessment System (CAS) with backward-looking nature were involved in the evaluation process. The paper suggests to the educational stakeholders for the practical application and evaluation of soft-skills associated methods such as communication, creativity, cooperation and collaboration of basic and secondary students to promote formative evaluation and the curriculum concept of 'assessment for learning in Nepal.

Keywords: written examination, assessment of learning, continuous assessment system, equity, soft skills, learning facilitation

INTRODUCTION

Education is the key to unlock the individual and collective needs and expectations associated with the theoretical and skill-based indicators for transforming learning situations. Teaching and learning activities and the evaluation system are interrelated to provide guidelines for achieving and redefining the educational goals as suggested in the curriculum. Likewise, the evaluation system at the school level has a greater degree of significance to measure the level of learning achievement and further planning.

MOEST (2019) advocates equity and justice for the prosperity and happiness for transforming socio-economic status through skill and quality-based practical education system in Nepal. Similarly, MOE (2016) directs on the implementation of a result-based assessment system for effective learning facilitation and encourages learners for life-skill and soft-skill-based productive learning at the school level. NPC (2020) on the other hand, relates education to employment as skill-based and vocational education might contribute to quality education with the innovative use of educational resources.

Similarly, CDC (2020) explains that the Evaluation system incorporates the assessment of learners' achievements in terms of students' scores, behavior and contextual adaptation. However, the existing evaluation system has some practical limitations in

assessing learning achievements. For example, CDC (2020) indicates that the current evaluation system cannot establish the relationship with learning facilitation which has created practical gaps while implementing the Continuous Assessment System(CAS) in the basic level of school education.

Despite, the provisions of formative assessment in the curriculum framework and policy documents, the evaluation procedure depends on the written examinations in terminal and unit-based. MOE (2016) has proposed formative and summative assessment at the school level such as the provision of CAS up to class seven and several indicators of summative evaluation from class eight to 12. Baral et al. (2020) assert that although teachers, students, and the education system favor the traditional teaching and evaluation procedure, there is the need for alternative modes of evaluation emphasizing the paradigm shift in the evaluation system which can assess students' behavior, creativity, critical thinking, soft-skills, and life-skills to make learners independent in their practical life. The evaluation system in school education in Nepal is largely guided by theoretical and textbook-based instruction, written examination-oriented evaluation and assessment of learning instead of assessment for learning, as a result, students' low creativity, lack of critical thinking and collaboration, rote learning, dropouts, and challenges in learning achievement stands as the major pitfalls. Therefore, the study aims to explore the pitfalls of the evaluation system at the school level in the context of Nepal concerning the available policies and other documents addressing the practices of an evaluation system. Similarly, it is necessary to identify and suggest the pitfalls of the evaluation system to intervene in new paradigms of evaluating learning outcomes.

METHOD

The present work is based on content analysis where the literatures from the different contexts such as the context of developed countries, developing countries and the local contexts were reviewed and presented in the study. The overall evaluation system of the school level was reviewed with the help of the policy documents of the Ministry of Education, Human Resource Development Center, Curriculum Development Centre, Educational Policy of Nepal, legal documents, and recent researches done by the scholars about Nepal. Following the idea of (Castleberry & Nolen, 2018) key issues were developed in different themes and discussed relating to the rationale and the purpose of the study.

DISCUSSION

The paper aims to explore the pitfalls of the current evaluation system at School Level (i.e. .from Grade one to Grade 12) in Nepal based on the documentary analysis available in the context of Nepal. The evaluation system provides a guideline to replan the instructional activities as per the learners' level of achievement and reflection. These pitfalls which are discussed in the section are also the key issues derived from the literatures of different contexts and can suggest alternative ways of evaluation as the paradigm shift in the education system of Nepal.

The Theoretical Aspect of Evaluation

The current evaluation system believes in the theoretical aspect in the sense that the system demands the development of the knowledge aspect of the learners. If a learner can read, write whatever is delivered by the teacher in the classroom is supposed as an intelligent student. Koirala (2019) argued that besides the theoretical part, no kind of alternative evaluation system is in practice in Nepal, and the policy level organizations bear the primary role to introduce timely examination system for example converting SLC to SEE cannot be the example of the transformation, as per the transformative concern open question system need to be presented while students can develop creativity and inquiry behaviors. Furthermore, the placement specification needs to be defined based on the secured grade by the students.

Khaniya et al. (2018) stressed that practicality needed to be in prime consideration while administering the assessment. The knowledge aspect is relevant to drive the move to a specific direction where the learner can perform their behaviors and fulfill their responsibility as per the situation. On the contrary, Rajbhandari and Wilmot (2000) claimed that the theoretical aspect is considered to be the foundation of all practical activities in which students can prepare themselves confident and accountable. For example, Wiliam (2011) illustrated classroom dialogue and innovative practices as the outcome of the theoretical basis from which learners could shape creativity and practicality in learning. Conklin (2005) stated that the theoretical aspects of the evaluation system focus on the cognitive domain only. The learners need to achieve cognitive, affective, and psychomotor domains of educational objectives as the learning outcomes (Anderson & Bloom, 2001).

Therefore, the theoretical aspect of the evaluation system might develop knowledge for the learners; however, the practical or creative aspects can foster responsibility, self-reliance, autonomy, communication, collaboration, and relevant soft skills to realize the value of education. Similarly, the theoretical nature of the evaluation system has been affecting the provision to assess the soft skills as the students need to know the content given in the textbook

Written Examination Based Evaluation System

One of the major pitfalls of the current evaluation system at the secondary level in Nepal is written examination-based evaluation because it only focuses on students' memorization of content and scoring. The system allows students to answer questions instead of developing problem-solving and question-posing abilities. Therefore, students seem dependent on old questions, notes, and paper guides to develop cognitive ability. Khaniya et al. (2018) argued that the school-based assessment system got overlapped by the written examination and students need to seek the right answer to the particular questions in a specific time to achieve the norm-referenced score for the placement to another level. Similarly, Gardner (2011) identified that students had different kinds of intelligence, such as logical, verbal-linguistics, interpersonal, intrapersonal, visual, musical, naturalist and kinesthetic and periodic written examination compelled to write the things that they memorized but could not evaluate learners' level of

intelligence. Likewise, Bayrak and Ecerkale (2020) argued that unclear and long questions in the examination made the students worry about addressing the problem in the right way as the students only intended to secure marks.

On the other hand, MOEST (2019) claimed on the skill-based evaluation procedure following the educational taxonomy of Bloom where students cognitive, affective and psychomotor domain-based questions are asked to measure the behaviors of learners. Similarly, Baral et al. (2020) argued that examinations made the learners conscious of the content and their position.

Singh (2017) reported that the Finnish education system focused on the child's individuality and students below the age of 16 do not sit for the examinations of the national level. The lesson from the Finnish evaluation system needs to incorporate in school education in Nepal to address the communication, creativity, critical thinking ability and collaboration among learners. Therefore, the written examination system might have limitations to develop skills in problem-solving and address the ability of learners which they want to build and develop for their career.

Continuous Assessment System (CAS) and Learning Facilitation

The ineluctable relationship of the Continuous Assessment System (CAS) and learning facilitation makes the evaluation system difficult because the learning facilitation strategy and the nature of the CAS have not been supported for the productive learning outcome mentioned in the curriculum. CAS is recognized as the tool of formative evaluation which demands regular activities of students based on the learning situation with remedies and supervision from the teachers. In the context of Nepal, CAS is implemented from class one to class seven. The mutual relation between teaching-learning activities and the evaluation process had been discussed for the effective implementation and evaluation system beyond teaching-learning strategies could not determine the expected learning outcome determined by the curriculum (Faubert, 2009; Rajbhandari & Wilmut, 2000). Moreover, CDC (2020) provisioned the indicators to assess learning achievements regarding self-reference based evaluation system where students could know their level of learning and position of the social transformation, even the traditional mental schema of examination was in the midpoint of the institutions as well as the practitioners and there seem some practical gaps in implementation.

On the other hand, CDC (2019) claimed that CAS helped to reveal innateness and soft-skills of learners. For example, MOE (2016) illustrated the procedures for implementing the learning facilitation, such as individualized instruction, problem-solving, group or peer work, field-based teaching-learning strategies, and remedial teaching concerning the evaluation system through CAS.

Neupane (2019) highlighted that teachers' attitude and parental support are essential to implement the teaching and evaluation procedure while CAS expected individualized instruction

to the students of different levels of the same class, but the classroom size had not been supporting it. The government and different NGOs and INGOs have been contributing to the effective implementation of learning facilitation and CAS; however, the size of the classroom, lack of teaching-learning materials, gap between theory and practice in the curriculum is the causes for the inequitable relationship of Continuous assessment system (CAS) and learning facilitation.

Assessment of Learning versus Assessment for Learning

Assessment of learning is another drawback of the evaluation system because it emphasizes the comparison of the achievement based on the learned things in the past. It is the decision-making assessment system in which students do not have further opportunities to improve from the feedback of the instructor. Assessment of learning is the traditional way of evaluating the learners as suggested by (Anastasiou & Papagianni, 2020). It pursued the accountability of the test from the perspectives of placement by which the students can be ranked as per their score without assessing the real world view. In the context of Singapore Wood (2018) reported concerning [2022 Skills Outlook](#) that content-based evaluation system created psychological burden and students lost their leadership skills and creativity, as a result, students could not plan their future.

On the other hand, the achievement of learning outcomes could be measured from the assessment of the learning model of the evaluation system and it can suggest to the policymakers for the improvement of the curricular goals. Baral et al. (2020) claimed that the students' achievement was associated with the content they learned in the instructional practices and that needs to be put in the provincial and nationwide indicators which are possible by assessing the content they learned throughout the academic year. However, Bayrak and Ecerkale (2020) justified that assessment of learning allowed the judgmental role of the teachers based on the past learning, as a result, innovative practices, classroom interaction, group work and remedial instruction did not take place.

Therefore, Assessment of learning is judgmental and does not suggest improvement in the learnability of the learners. Moreover, it is essential for the placement to another level while the evaluation system needs to consider the forward-looking, improvement based, remedial, interactive and student activity-oriented criteria from which learners may involve themselves in several opportunities such as project work, field visit, critical thinking, collaboration among group and teachers.

CONCLUSION

The evaluation system suggested by CDC (2009, 2012, 2014, 2019) is mostly theoretical, descriptive and also practical. From the content analysis, it was found that the examination system encouraged learners to gain and recall the information instead of developing comprehension and practice the information with the view of real-world application.

Additionally, the current system has prepared the learners for the standardized tests of academic, provincial and national levels. The major gap was found to the practicality of the assessment system with the lack of resources, limited and theory-based training to the instructors, the traditional concept of assessment criteria and the examination based learnability of the learners on ground as a result, improvement-based evaluation is outreach; however, the policy suggests evaluating the learners based on their cognitive framework, regular activities, and soft-skills they obtained as referred to the level of the learners. As a teacher trainer, I have experienced from different training that most of the teachers are not found conscious of the use of curriculum and suggested activities as they have the mindset of teaching in the classroom and taking the examination for placement. The pitfalls might discourage learners' creativity, collaboration, cooperation and communication as a result, the learners are motivated to rote learning and learning for examination purposes only.

To explore the major pitfalls of the current evaluation system in school level education in Nepal different related and relevant literatures suggested that the major pitfalls which have been framing the learning context based on the written examination, theoretical consideration and backward-looking approaches focusing to the remembering, restoring and recalling the information. Therefore, the pitfalls are the suggestive remarks to the policymakers and practitioners to transform the evaluation system at the school level in Nepal and the students can explore the field of their interest learn the life-skills and soft-skills as per societal need, which can lead to the innovation for the curricular and other relevant areas. Furthermore, the current evaluation system might be one of the causes of student' dropout and research activities need to be expanded in the area since limited researches were found in evaluation system related fields in Nepal.

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Factors Affecting Parental Choice of Private and Public Schools in Dhading

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ABSTRACT

This study explores the factors which attract parents to prefer public or private schools. The data were collected from six secondary schools of Dhading district. From each school, three parents were selected by using non-random sampling method. The eighteen parents were given a questionnaire. The collected questionnaire was analyzed and interpreted descriptively. A comparison of results was undertaken to explore the identified factors related to the Quality of Instruction; Class Size; Teacher-Student Relationship; Parent-School Relationship; School Facilities and Environment for learning. It was found that Class Size was the strongest factor that parents had a higher agreement on this variable. The second strong factor was favorable environment for their children and the final influencing factor of parental choice was identified as School Facilities.

Keywords: favorable environment, parental choice, private and public schools, school facilities

INTRODUCTION

There are various types of opinions on disparities between private and public schools in Nepal that create a debate on whether school education should privatize or not. There are opinions for and against privatisation in school education. Some people argue that privatisation in school education should not be promoted because it creates two classes of citizens. Similarly, some people argue that school education is entirely responsible for the government. On the other hand, some give logic that the government has failed to offer quality education for all children due to a shortage of funds. Therefore, this study explored the factors that affect parental choice in public and private schools in Dhading.

The issues of profit-making rather than service-oriented are hot cake in the private school. It is a political hot topic in Nepal (Caddell, 2007). Pokharel (2008) mentioned that the Private education system is openly criticised for making the education sector a business platform, lacks accountability to the public society. Private schools were not profit-making ventures as they are today before the national education system plan (Chitrakar, 2007). After then some founders gradually promoted the idea of gaining benefits from private schools (Khaniya and Williams, 2004). Kiteav (1999) claimed that one of the major motivations for founding private schools is the possibility of making a profit. Although Education Act and Regulation has laid provisions for better managing and regulating private schools, the government is not able to strictly implement the legal provisions (Bhattarai, 2063 BS). That's why; there is always conflict in the issue of exorbitant fee structure at the beginning of the session or at the time fee

increments in Nepal (Chitrakar, 2007). The main logic behind private schools is the delivery of quality education (Chitrakar, 2007).

Mathema (2007) argues that the problem of low quality of education in public schools is compounded by the surge in the number of expensive profit-making schools, which cater to the children of richer parents. He stressed that the dual system of school education must be ended because it offers quality education to few and denies to great majority. Poor public schools invite privatization in education and privatization ruins the public schools. In the world, there is a high demand for private schooling and rapid growth in the number of private schools where public schools' performance is poor.

The challenge of educating children does not end with enrollment; it involves providing children with good schooling. It is the right and obligation of parents to look for better education. All private schools are not expensive; there are low-fee private schools too. The low-fee private schools are assisting to provide access and quality education to poor households (Tooley, 2001).

Since the beginning of the 21st century, the demand for private schools in Nepal has increased very quickly because the government has supported them to reduce the burden on the public school sector, as well as to provide modern teaching techniques and up-to-date global content in the educational field. (Aldoasri, 2009). Furthermore, the government has granted private schools considerable margins of freedom in several aspects of education, such as the selection of teachers and students, pupils' activities, offering extra-curricular activities, stimulating classrooms and small class sizes. In recent years, therefore, there has been a rapid increase in the number of pupils who have been enrolled in private schools.

Although, there has been an increase in the number of pupils who enroll in private schools each year, some research studies, such as Alansuer (2004) and Aljije (2002), have found that parents with children enrolled in private schools are not always satisfied with the performance of their children, despite the high fees they spend on their education. When pupil performance has been very disappointing and does not meet parental expectations, this may result in disaffection among parents about the quality and condition of education. These concerns about quality are exacerbated since, although the Nepal government spends millions on education, student outcomes remain disappointing because education does not prepare students for the jobs marketplace and modern life. These factors have led to parents removing their children from private schools and sending them to a public school that better meets their expectations. Vice versa, parents also remove their children from public schools and send them to a private school that better meets their expectations. Thus, this study has explored the strengths and weaknesses of both private and public school education systems, particularly from the perspective of parents, together with which attributes they consider to be essential for their children to fulfill their full potential. The researcher is very keen to undertake this study and take up this challenge to investigate specific issues from the perspective of parents who have sent their children to private or public schools in Dhading Bensi.

Thirty reasons behind parental school choice that Coldron and Boulton (1991) identified are grouped below in four main categories: academic/educational, safe school, organization, source (sibling of student). Similarly, Taylor (1996) provided a list of four main categories that attract parents to choose a particular school: academic factors (Quality of curriculum, quality of instruction, commitment of teachers, high achievement), convenience factors, proximity of the school, religious/moral factors. In the same way, according to Charles (2011), however, five main categories attract parents to choose a school: quality of the instruction, support for students' learning, school climate/environment for learning, parent/school relationship, and resource management. While for Yi Hsu and Yuan-Fang (2013) there are six main categories: educational environment, educational philosophy, school and facilities, curricular activities, school specialties, location and transportation.

In the United Kingdom, Wood et al. (1998) conducted a study on 1000 parents to determine the factors that influenced them to send their children to secondary schools located in three areas Marshampton rural area, East Greenvale-a semi-rural area and Northern Heights-an urban area in northern England. Parents were asked to rank factors such as the headteacher, the school staff, pupils' behavior in the school, the school atmosphere, uniform, facilities (rooms, equipment, books, etc.), the class sizes, the standard of academic education, whether the school is a single-sex school, exam results, discipline policy, the school's reputation, whether the child's friends will be there, the school's attitude to parents, its closeness to home/convenience for travel, whether the child has special educational needs, whether it is the child's preferred school and the child's happiness at the school. The results of the study differed between the case areas. In one of the urban schools, parents were influenced by whether the child's friend would be at the school and the school's nearness to home/convenience for travel. In another school, however, parents were influenced by the standard of academic education and exam results. In the third school, academic factors were also important, with the school's reputation and the standard of academic education being ranked most highly.

In Holland, Denessen et al. (2005) investigated the reasons for school choice by collecting data from more than 10,000 parents of students attending 700 Dutch private schools. The parents were asked to rate 17 reasons for choosing their school, for instance, "school environment, the social background of most of the pupils, no other school available, order and discipline, the reputation of the school, pupils attending this school get ahead in society, the school pays attention to each child, other parents are our kind of people, extra-curricular activities, denomination of the school, school is within easy reach, the possibility of coming into contact with other cultures, quality of education, attractive school building, advice of friends, class size and school is considerate of our religion." (p.34). In this study, quality of education was the most important reason that attracted parents to select a school, with other reasons for school choice related to academic quality, environment, order, and discipline.

Alansari (2004) carried out a study in Dammam City to explore the reasons that encourage parents to send their children to private schools. He found the most important reason

to be the high qualifications of teachers, who (a) educated the students using advanced technology, (b) could understand the problems of students and help them to overcome the challenges, and (c) used modern theories to develop social values.

This study uses factor analysis to combine the main categories of factors listed above into eight primary factors to explore the most important influences on parents' school choice decisions. The academic factor is divided into four variables: academic programme; the qualifications of teachers; the relationship between students and teacher; the class size. The second factor is the school/parent relationship. The third factor: the convenience factor (suitability) was divided into four variables: the school facilities; physical education and sport; social status determinants; the safe educational environment. The purpose of this study, therefore, is to explore a variety of factors related to parental perceptions of the differences between private and public schools in Dhading.

METHODOLOGY

A descriptive approach to research had been taken to describe the parents' perception of public and private schools in Dhading Bensi. A survey design was judged to be the most appropriate for the present study for several reasons. According to Wisker (2007) and Gilbert (2008), a survey study allows researchers to obtain information about the case, facts, activities, phenomena, morals, personal experiences, behavior, and answers to events. In other words, it describes the qualities, opinions, or perspectives of a population by the use of a targeted sample. Moreover, the researcher will be able to obtain data about the sample using several approaches, such as face-to-face interviews, and hand-delivered questionnaires. Cohen et al (2011:421) confirm that obtaining data typically involves "structured or semi-structured interviews, self-completion or postal questionnaires, standardized tests of attainment or performance, and attitude scales". Finally, using a survey study is commonly used in educational studies to describe what exists without asking about the reasons: Cohen et al (2011:256), "the most commonly used descriptive method in educational research". In this study, a questionnaire was used to collect the data.

The researcher selected 18 parents from 3 private schools (Childrenpark Boarding School, Dhading Boarding School and Advance Academy) and 3 public schools (Neelakantha Secondary School, Balmandir Secondary School and Pashupati Secondary School) of Dhading Bensi as the population for this study. The researcher selected 3 private schools and 3 public schools of Dhading Bensi. He built rapport with the principals of selected schools and selected 9 parents from 3 private schools and 9 from 3 public schools through judgmental sampling under a non-random sampling procedure.

The questionnaire was used as the tool for collecting the required information. Closed-ended questions were used to elicit information from the parents. The systematically collected data was analyzed, interpreted and presented descriptively. Simple statistical tools such as a measure of frequency and percentage were used to analyze and interpret data.

RESULTS AND DISCUSSION

The importance of school choice lies not only in the development of the quality of education through competition among schools, but may also be extended to motivate parents to engage in their roles in the educational process as actors in educational policy-making. Some educationalists contend that the participation of parents in the educational process can act as a mechanism for educational reform. School choice, therefore, encourages parents to take more interest in the education process. School is not something that just happens but is something they have taken a conscious decision about, which is both empowering and gives the confidence to continue to get involved. Additionally, students interact with similar-minded peers in terms of dimensions of culture and values, which mean the parents, can promote their community's attitude within the education process through the school choice system.

Parents, when making decisions about both types of school (public and private), cited their academic quality as an important reason for their choice. Parents who enroll their children in private schools believe that they are of better academic quality than public schools.

Teachers play a critical role in the success of the school as they can develop strategies that address the educational needs of every student and implement varied learning styles to convey the knowledge from the textbook to students successfully. Adeogun (2001) argued that the quality of the education system is dependent on the quality of its teachers and that a school with inadequate human resources may not be able to meet the objectives of the education system. Other scholars, exploring the role of teachers in more detail, argue that there are many ways in which teachers' attitudes, behaviour and qualities can have a positive impact on student outcomes and school choice. For instance, Vanderbrook (2006) states that teachers must be motivated to teach very able students, employing creative and student-centered methods, without prejudice against either girls or boys or ethnic minorities. Teachers impact all aspects of the education process. Thus, it is important to investigate the performance of teachers in schools because they represent one of the most important reasons that may attract parents to value the school. It can be seen that teachers' qualifications; their knowledge of their academic subject; how they impart information to their children preferably using modern technologies, along with interesting, stimulating problem-solving methodologies are important to parents, and therefore influences their school choice. Equally, it is important to parents that the chosen school and its teachers have a sound reputation for addressing individual children's needs, build their self-confidence and self-esteem, and ensure pupils' safety. Parents consider teachers to have a very considerable lifelong effect on pupils' personal and academic achievements. It is very important to parents who value teachers, therefore, that they use varied teaching methods, care for their children's well-being, help their children to overcome the challenges that face them in education by nurturing the whole child, i.e. his/her intellectual potential, respect for others, behaviour, physical development, self-awareness, encouraging good citizenship. This leads to the importance of teacher-children relationships. The relationship between students and teachers is very important in assisting students to overcome the educational challenges that they may face in

their school lives, e.g. stress, self-esteem, difficulty in understanding some topics in a variety of lessons. Lee (2007) concluded that a positive relationship between teachers and students will motivate students' exploration and enthusiasm for knowledge, and thereby improves their educational attainment. He adds, therefore, "A trust relationship has been found to function as a motivational resource when students are faced with difficulties in school because trust relationships help adolescents develop positive psychological and emotional perceptions of them." In conclusion, the beneficial aspects embedded in solid teacher-student relationships are fundamental to school choice, especially when they nurture self-esteem, positive behavioural outcomes, and self-confidence and uphold the existing family standards of behaviour, making the school very attractive to parents.

The central point is that with reduced class size, students are given opportunities to practise interpersonal skills and to see themselves as significant individuals, with a sense of personal power, whose actions and opinions have ensured that each student perceives that he is known by important adults who care for him, thereby enhancing self-esteem. Having smaller classes is advantageous in many ways to both teachers and students because it makes the teaching/learning atmosphere more interesting and enjoyable; teachers have more time to become familiar with their student's abilities, interests and problems. This is indicative that small class size tends to positively impact the examination results of students. Small class size allows the teacher to support and help students individually by having the time and opportunity to answer each question or offer suggestions, while students are more involved in problem-solving activities. It is concluded that class size is a very important element in parental considerations when deciding which private or public school to choose. Parental decisions are based on the assumption that a smaller class equates to a more suitable quality learning environment in which the student's achievements and development will be enhanced through a constructive relationship between teachers and learners in which teachers have more time to devote to supporting each individual learner. Outstanding schools emphasize communication between parents and school as very important, parents as part of the success of the educational process. Thus, schools should plan to reduce the gap between the school and parents by making parents feel welcome, improving the relationship of trust between school and teachers and opening a discussion regarding morals and faiths. Collaboration between school and parents is necessary to achieve the school's educational objectives and to increase the awareness of parents of their role in educating children.

Academic Programme

In the first of the factor analyses, 14 items relating to 'academic' matters were entered into the analysis. This produced mainly 3 factors, 'quality of the instruction', 'relationship between the teachers and the students' and 'class size'.

Table 1: Academic factors

No	Factors	Total Percentage				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
1.	Teachers use a variety of teaching strategies and learning activities to help students learn.	33.33%	61.11%	5.55%		
2.	The education offered to students at our school is of high quality.	33.33%	61.11%	5.55%		
3.	The school is teaching all subjects well.	61.11%	27.77%	11.11%		
4.	The teaching strategies used at this school are innovative.	22.22%	72.22%	5.55%		
5.	Teachers are efficient (well prepared and highly qualified)	38.88%	61.11%	5.55%		
6.	The school is preparing students to deal with issues and the problems they will face in the future.	33.33%	55.56%	11.11%		
7.	Teachers conduct communicative activities like pair work, group work, role play, etc in class	38.88%	55.56%	5.55%		
8.	Teachers use advanced technology to deliver knowledge to students, such as computers, smart boards, projectors.	27.77%	66.66%	5.55%		
9.	The relationship between the teachers and students is very good	61.11%	33.33%	5.55%		
10.	Teachers at our school treated my child fairly	38.88%	44.44%	16.66%		
11.	Teachers are friendly and sincere with students.	61.11%	33.33%	5.55%		
12.	Class size at our school is appropriate for effective learning	16.66%	55.56%	27.77%		
13.	The children have been enabled to learn the English language	16.66%	72.22%	11.11%		
14.	The reputation of the school is excellent and it also provides extra-curricular activities.	44.44%	55.56%			

In conclusion, the three dimensions: quality of the instruction, class size and teacher-student relationships, have been identified as the most important academic-related factors in respect to school choice. This is because parents give high priority, even to the extent of either considering or sending their children to a more distant school, to be assured that their children would be taught by qualified committed teachers. More specifically, overall parental perceptions of the preferred public school in terms of the Academic Factor aspect included:

- The school is teaching all subjects well.
- The education offered to students at our school is of high quality.
- Teachers are friendly and sincere with students.
- Teachers at our school treated my child fairly

The most important factors that had an impact upon parents' choice of private school, however, were:

- The school is teaching all subjects well.
- Class size at our school is appropriate for effective learning.
- Teachers at our school treated my child fairly
- Teachers are friendly and sincere with students.

Relationship between Parents and School

In the second factor analysis, six items relating to the relationship between parents and school were analysed. The related factors are shown below in table 2.

Table 2: Relationship between Parents and School

	Factors	Total Percentage				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
15.	Parents accept voluntary membership in school committees	44.44%	33.33%	22.22%		
16.	The school provides sufficient opportunities for parents involved in the school development	33.33%	38.88%	27.77%		
17.	Parents are invited to the school frequently.	44.44%	50%	5.55%		
18.	Parents co-operate with the school administration.	27.77%	66.66%	5.55%		
19.	The school uses technology to provide parents with information about the progress of students at the school	33.33%	55.56%	11.11%		
20.	Parents' opinions are considered when important decisions are made	22.22%	50%	27.77%		

Table 2 shows that there are six items loaded on the fourth factor: 'The relationship between school and parents. This factor included six items: 'parents' opinions are considered when important decisions are made' received a factor loading of 72.22%; 'the school provides sufficient opportunities for parents' involvement in the school development' received a factor loading of 72.21%; 'parents accept voluntary membership in school committees and organized assignments' received a factor loading of 77.77%; 'parents co-operate with the school administration' received a factor loading of 94.43% which is the second-highest factor of parents' choice; 'the school uses technology to provide parents with information about the progress of students at the school' was 88.89% that is the third highest factor; and 'the parents are invited to the school frequently' received 94.44% which is the third-highest factor of parents' choice. The above were measures of the perception of parents related to the importance of the relationship between parents and the school.

School Facilities

The third-factor analysis dealt with items relating to school facilities, 7 items were entered and this produced 2 main factors, 'educational facilities' and 'and sports activities. This is shown in table 3:

Table 3: School facilities

No.		Total Percentage				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
21.	The classrooms have a good environment (enough lights, fans, comfortable tables and nice carpet)	5.55%	77.77%	16.66%		
22.	The school has good computer and internet services	16.66%	66.66%	16.66%		
23.	The school has good library services.	44.44%	55.56%			
24.	The school has good laboratories for computers and science.	11.11%	77.77%	11.11%		
25.	The school has good indoor games facilities.	5.55%	55.56%	38.88%		
26.	The school has outdoor game facilities	16.66%	50%	33.33%		
27.	The school has a good playground	16.66%	50%	33.33%		

In summary, the most important school facilities related factors that influenced parents to choose a public school are:

- The school has good library services.
- The school has computer and internet services.
- The school has good laboratories for computers and sciences.

While the most important educational facilities factors that influenced parents to choose a private school are:

- The school has computer and internet services.
- The classrooms have a good environment (enough lights, fans, comfortable tables and nice carpet).
- The school has good laboratories for computers and sciences.
- The school has good indoor and outdoor games.
- The school has a good playground.

Environment for Learning

In the fourth and final factor analysis, the last 7 items were entered. The factor analysis of these produced mainly 2 factors, 'favorable environment' and 'school rules'. These factors are shown in table 4 below:

Table 4: Environment for learning

No.	Factors	Total percentage				
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
28.	School rules apply equally to all students.	55.56%	44.44%			
29.	The school provides a safe and favorable environment for learning.	33.33	61.11	5.55		
30.	School has good rules and regulations for morality and applied behavior management of students	33.33	61.11	5.55		
31.	Cheating is strongly discouraged at the school	50%	50%			
32.	The school provides safe transportation for the students	11.11%	77.77%	11.11%		
33.	There is not any physical punishment at school	5.55%	77.77%	16.66%		
34.	There is a peaceful environment with good facilities at school.	33.33	50%	16.66%		

Table 4 shows that there were seven items loaded on the seventh factor: 'Favorable Environment'. The factors 'school rules apply equally to all students' and 'cheating is strongly discouraged at the school' received 100% positive responses from parents. In the same way, the factors 'the school provides a safe and favorable environment for learning' and 'school has good rules and regulations for morality and applied behavior management of students' received

94.44% positive responses. The factors 'the school provides safe transportation for the students' received 88.88%; 'there is not any physical punishment at school' received 83.32% and 'there is a peaceful environment with good facilities at school' received 83.33%.

The important favorable environment factors identified as affecting parents in their preferred public school choice were, therefore:

- The school rules apply equally to all students.
- The school provides a safe and favorable environment for learning.
- There is a peaceful environment with good facilities at school.

While the most important favorable environment-related factors that influenced the parental choice of a private school were:

- The school provides a safe and favorable environment for learning.
- Cheating is strongly discouraged at school.
- There is not any physical punishment at the school.
- There is a peaceful environment with good facilities.

Importance of School Choice

The importance of school choice lies not only in the development of the quality of education through competition among schools, but may also be extended to motivate parents to engage in their roles in the educational process as actors in educational policy-making. Some educationalists contend that the participation of parents in the educational process can act as a mechanism for educational reform. School choice, therefore, encourages parents to take more interest in the education process. School is not something that just happens but is something they have taken a conscious decision about, which is both empowering and gives the confidence to continue to get involved. Additionally, students interact with similar-minded peers in terms of dimensions of culture and values, which means the parents, can promote their community's attitude within the education process through the school choice system.

Parents, when making decisions about both types of school (public and private), cited their academic quality as an important reason for their choice. Parents who enroll their children in private schools believe that they are of better academic quality than public schools.

Teachers play a critical role in the success of the school as they can develop strategies that address the educational needs of every student and implement varied learning styles to convey the knowledge from the textbook to students successfully. Adeogun (2001) argued that the quality of the education system is dependent on the quality of its teachers and that a school with inadequate human resources may not be able to meet the objectives of the education system. Other scholars, exploring the role of teachers in more detail, argue that there are many ways in which teachers' attitudes, behaviour, and qualities can have a positive impact on student outcomes and school choice. For instance, Vanderbrook (2006) states that teachers must be motivated to teach very able students, employing creative and student-centered methods, without

prejudice against either girls or boys or ethnic minorities. Teachers impact all aspects of the education process. Thus, it is important to investigate the performance of teachers in schools because they represent one of the most important reasons that may attract parents to value the school. It can be seen that teachers' qualifications; their knowledge of their academic subject; how they impart information to their children preferably using modern technologies, along with interesting, stimulating problem-solving methodologies are important to parents, and therefore influences their school choice. Equally, it is important to parents that the chosen school and its teachers have a sound reputation for addressing individual children's needs, build their self-confidence and self-esteem, and ensure pupils' safety. Parents consider teachers to have a very considerable lifelong effect on pupils' personal and academic achievements. It is very important to parents who value teachers, therefore, that they use varied teaching methods, care for their children's well-being, help their children to overcome the challenges that face them in education by nurturing the whole child, i.e. his/her intellectual potential, respect for others, behaviour, physical development, self-awareness, encouraging good citizenship. This leads to the importance of teacher-children relationships. The relationship between students and teachers is very important in assisting students to overcome the educational challenges that they may face in their school lives, e.g. stress, self-esteem, difficulty in understanding some topics in a variety of lessons. Lee (2007) concluded that a positive relationship between teachers and students will motivate students' exploration and enthusiasm for knowledge, and thereby improves their educational attainment. He adds, therefore, "A trust relationship has been found to function as a motivational resource when students are faced with difficulties in school because trust relationships help adolescents develop positive psychological and emotional perceptions of them." In conclusion, the beneficial aspects embedded in solid teacher-student relationships are fundamental to school choice, especially when they nurture self-esteem, positive behavioural outcomes, and self-confidence and uphold the existing family standards of behaviour, making the school very attractive to parents.

The central point is that with reduced class size, students are given opportunities to practise interpersonal skills and to see themselves as significant individuals, with a sense of personal power, whose actions and opinions have ensured that each student perceives that he is known by important adults who care for him, thereby enhancing self-esteem. Having smaller classes is advantageous in many ways to both teachers and students because it makes the teaching/learning atmosphere more interesting and enjoyable; teachers have more time to become familiar with their student's abilities, interests and problems. This is indicative that small class size tends to positively impact the examination results of students. Small class size allows the teacher to support and help students individually by having the time and opportunity to answer each question or offer suggestions, while students are more involved in problem-solving activities. It is concluded that class size is a very important element in parental considerations when deciding which private or public school to choose. Parental decisions are based on the assumption that a smaller class equates to a more suitable quality learning environment in which the student's achievements and development will be enhanced through a constructive relationship

between teachers and learners in which teachers have more time to devote to supporting each learner. Outstanding schools emphasize communication between parents and school as very important, parents as part of the success of the educational process. Thus, schools should plan to reduce the gap between the school and parents by making parents feel welcome, improving the relationship of trust between school and teachers and opening a discussion regarding morals and faiths. Collaboration between school and parents is necessary to achieve the school's educational objectives and to increase the awareness of parents of their role in educating children.

CONCLUSION

In terms of ranking the dominant factors in public and private school choice, class size came first. Parents generally made class size their top priority when considering which school to select for their children. Having smaller classes is advantageous in many ways to both teachers and students because it makes the teaching/learning atmosphere more interesting and enjoyable; teachers have more time to become familiar with their students' abilities, interests and problems.

The second most significant factor that this study revealed as a priority in parental choice is whether or not the school environment was favorable for the child in terms of his/her safety and well-being. Favorable environment is an extremely important factor in parents' decision making since parents perceive that ensuring a safe would not only allow their children to fulfill their potential but also contribute to solving some of the issues that a school may face. For example, fear of violence will lead to students' absence, poor performance, emotional withdrawal, depression, lowered self-esteem, along constant feelings of fear.

The third most important factor identified related to school choice in this study was the variety and quality of school facilities. The reasoning behind parental choice was that many participants considered it essential for their children to be exposed to modern technologies, stimulating teaching methods, and learning within a pleasant well-resourced environment to improve their performance within the classroom. Since schools pay more attention to facilities to develop students' skills, and in expanding the perceptions of students, this helps to make students more independent in terms of learning and more helpful in sharing their knowledge with their peers.

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Knowledge Regarding Gastritis among Late Adolescence in Central Nepal

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ABSTRACT

Gastritis is an inflammation or irritation of the lining of the stomach, can be a brief and sudden illness (acute gastritis), a long-lasting condition (chronic gastritis). Gastritis is the top most common cause of morbidity. This study is designed to find out knowledge regarding gastritis among late adolescence. A descriptive research design was used for the study. A semi-structured self-administered questionnaire was used to collect the data. Data were analysed and the descriptive and inferential test was applied by using SPSS. The study finding revealed eighty percent of the participants knew the definition of gastritis, 66% on risk factors, 50% respondents on causes, 23.7% on sign and symptom, 56.66% on management and 48.5% respondents on complications, and 66.55% on prevention of gastritis. The level of knowledge is average in causes, signs and symptoms, management and complications. More specifically, 68% of respondents had average knowledge on gastritis and 4% had excellent knowledge. The level of knowledge of respondents is statistically significant with sex ($p=0.021$) and socio-economic status ($p=0.008$). The finding of the study revealed that knowledge on gastritis is average among the respondents. So the health education is needed for students to increase their knowledge.

Keywords: gastritis, central Nepal, late adolescence, knowledge level

INTRODUCTION

Gastritis is an inflammation or irritation of the lining of the stomach, can be a brief and sudden illness (acute gastritis), a long-lasting condition (chronic gastritis). Occasionally, a rare form of gastritis can be serious or even life-threatening due to ongoing symptoms or internal bleeding (Smeltzer et al., 2008). This disease is also described as peptic ulcer or acid peptic disease (Sakya, 2014). *H. pylori* are the causative agent in more than 90% of cases of chronic gastritis/peptic ulcer disease (Adisa et al., 2011). An estimated 50% of the world population is infected with *H. pylori*, an infection that leads to the greater majority of Gastritis cases; therefore, chronic gastritis is extremely frequent. Gastritis is highly prevalent in Asia and in developing countries and etiological factor for gastritis was autoimmune disorders, life style changes, stress, intake of coffee and acidic beverages, spicy and carbonated foods, backflow of bile into the stomach (bile reflux), pernicious anaemia, long term use of NSAIDs, smoking and alcoholism (Lewis et al., 2007).

Prevalence in developing countries is generally over 80% as compared to 20-50% in industrialized countries. The overall prevalence of *H. pylori* infection is strongly correlated with socioeconomic conditions and prevalence tends to increase with age (Suerbaum & Michetti, 2002). The incidence of gastritis by *H. pylori* in European adults is 70%, Asian countries such as 90% in Bangladesh adults and 88% among Indian adults. There may be similarly wide variations in the prevalence between more affluent urban populations and rural populations (Hunt et al., 2010). In India, nearly 10% of people who come to a hospital emergency department with abdominal pain have gastritis (Rugge et al., 2011). In Nepal, the most common endoscopic findings are gastritis (47.6%) followed by normal findings of 17.87%. Among the cases, three hundred nineteen are dyspeptic patients (Male 161 and female 152) with a mean age of 20.12 years (Shrestha et al., 2012).

Gastritis is a National illness for Nepalese all over the country as their timing of taking food and their daily life chores are supporting to suffer from gastric for each people (Sakya, 2014). However, chronic gastritis is still one of the most common serious pandemic infections with such severe killing sequelae as peptic ulcer or gastric cancer (Sipponen & Maaros, 2015). Various studies have revealed that the occurrence of gastritis is increasing with age and knowledge on it is inadequate. It has recognized one of the most prevailing diseases which have been resulting elevating rate of morbidity among peoples but limited studies are available on gastritis in Nepal (Shakya et al., 2017). Therefore, this study aims to explore the knowledge on gastritis among youngsters in Central Nepal which might provide baseline information for other similar settings.

METHODS

Research Design

A descriptive cross-section research design was employed to identify the knowledge regarding gastritis among bachelor students. The study was conducted at Presidency College of Management Sciences Bharatpur -10, Chitwan. All bachelor-level students from the commerce stream were the population for the study. The Census method was used and all the 50 students were taken as sample size. Data were entered into Excel and analyzed using SPSS software.

Data Collection

A semi-structured questionnaire was administered for data collection procedure to identify the knowledge regarding gastritis among bachelor students and a questionnaire was prepared by researchers based on reviewed literature. The research instrument was divided into two parts:

Part I: Question related to demographic information

Part II: Question related to knowledge regarding gastritis

To observe the Level of Knowledge among youngsters, a separate leveling scale was prepared which explained the score achieved by respondents that were measured by calculating

the total score and then classified into 4 categories. Level of knowledge: Below average < 40%, Average knowledge 41-60%, Good knowledge 61-80%, and excellent knowledge 81-100%.

Validity and Reliability

Validity of the research instrument was ascertained with the help with literature review and by consulting the research advisor and subject expert. The reliability of the research instrument will be maintained through pretesting in 10% of the sample size (5 respondents) in a similar setting. The necessary modification was done after pretesting.

Data Collection Procedure

Ethical approval was taken from Chitwan medical college. Permission was taken from the Presidency College of Management Sciences. Written consent was taken from all respondents. Privacy was maintained by taking the information from respondents separately. The researcher collected the data herself within 2 weeks from 2071/08/14 to 2071/08/21 by questionnaire schedule. Confidentiality of the subjects was maintained by assuring them that the information given by them would not be disclosed and would be used only for study.

Data Analysis

The collected data was checked, reviewed and organized for accuracy and completeness. After that data was coded and entered in SPSS. The collected data was analyzed using descriptive (Frequency percentage) and inferential (chi-square test) statistical methods.

RESULTS

Respondents' Socio-demographic Characteristics

Of the total respondents, less than half of the participants (38%) were 19 years of age, very few participants (10%) were 22 years of age. Mean \pm SD age was 19.70 ± 1.19 years. Similarly, the minimum age was 18 and the maximum was 22 years. Concerning gender, less than half (46%) of the respondents were male & more than half respondents (54%) were female. Concerning part-time jobs, 40 (80%) respondents have no part-time job and the remaining respondents 10 (20%) had part-time jobs (Table 1). Among the respondents who had part-time jobs, 9 (18%) were employed in private service and 1 (2%) was in government service. As regards socioeconomic status, half of the respondents answered their socio-economic status is sufficient for more than 12 months and 5 (10%) respondents answered their socio-economic status is sufficient for 6 months for their livelihood. Concerning the previous history of gastritis, more than half of respondents had no previous history and 18 (36%) had mentioned the history of gastritis. However, the majority of respondents (70%) had mentioned the history of gastritis in their family. About 30% of respondents had no family history and among them who had a previous history of gastritis, 17 (36%) were mothers (highest) and 3 (6%) were aunty and grandmother.

Table 1: Demographic and Social Aspects of the Participants

Variables	Frequency	Percentage
Age (in years)		
18	7	14
19	19	38
20	11	22
21	8	16
22	5	10
(Mean \pmSD) age = (19.70 \pm 1.19) years		
Sex		
Male	23	46
Female	27	47
Part-time job		
Yes	10	20
No	40	80
If yes types of occupation (n=10)		
Private service	9	18
Government service	1	2
Socioeconomic status of their family		
Sufficient for livelihood less than six months	9	18
Sufficient for six month	5	10
Sufficient for 6-12 month	11	22
Sufficient for more than 12 months	25	50
Previous History of Gastritis		
Yes	18	36.0
No	32	64.0
Family History of Gastritis		
Yes	35	70,0
No	15	30.0
If yes relation with respondents		
Aunty	1	2.0
Mother	17	36.0
Father	12	24.0
Grandfather	1	2
Grandmother	2	4.0
Brother	4	8.0
Sister	2	4.0

Out of the total, more than half of the respondents (60%) got the information from newspapers and magazines while 42% of respondents got the information from health personal (Table 2).

Table 2: Source of Knowledge for Gastritis

Source of Information	Frequency	Percentage
Newspaper and magazine	30	60.0
Radio	25	50.0
Television	30	60.0
Health worker	21	42.0
College/ teacher	28	56.0
Family friend ,neighbor	23	46.0

Of the total participants, a majority (80%) of them answered inflammation of stomach mucosal lining as the definition of gastritis and very few (2%) respondents answered inflammation of the liver (Table 3).

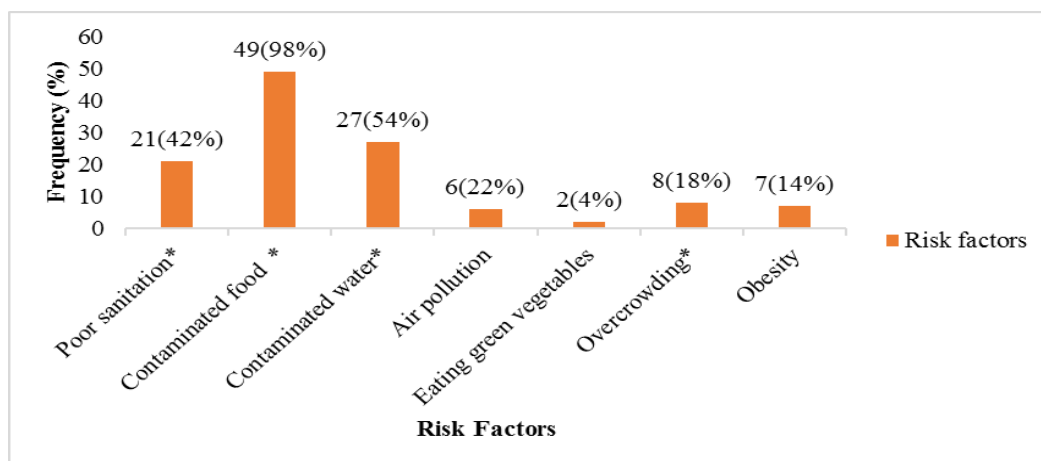
Table 3: Knowledge regarding Definition of Gastritis

Definition	Frequency	Percentage
Inflammation of stomach mucosal lining*	40	80
Inflammation of the large intestine	4	8
Inflammation of the small intestine	5	10
Inflammation of liver	1	2

*Correct response

Knowledge on Risk Factors and Personal Habits for Developing Gastritis

Of the total participants, almost all (98%) respondents answered contaminated food as a risk factor for developing gastritis and few (4%) respondents answered eating green vegetables (Figure 1). Regarding personal habits, 34 (68%) respondents answered the use of coffee as the personal habits causing gastritis and 5 (10%) respondents answered drinking plenty of water (Figure 2).

**Figure 1: Knowledge of Risk Factors**

*Correct response, ** Multiple responses

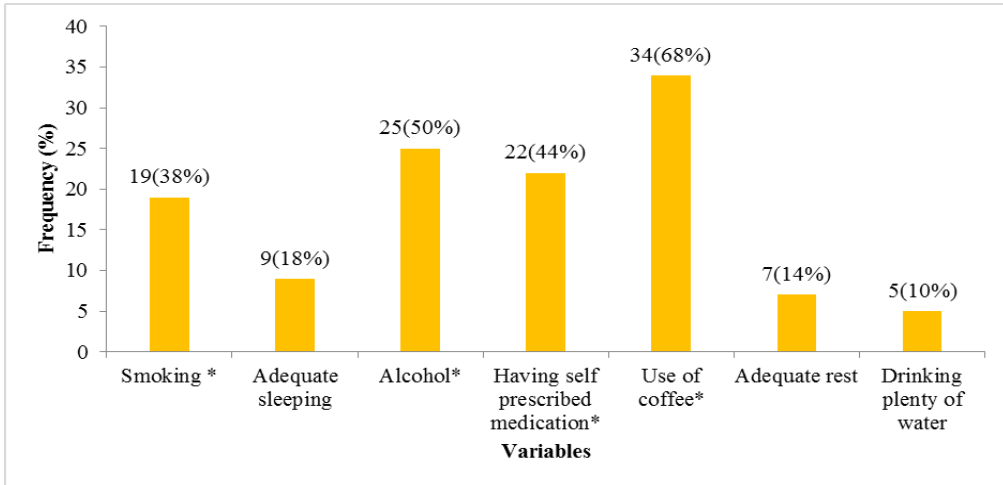


Figure 2: Knowledge of Personal Habits

*Correct response, ** Multiple responses

Knowledge on Causative Organism and Stress Causing Gastritis

Out of total respondents, less than half (42%) respondents answered bacteria as the causes of gastritis and 10%) respondents answered helminthes (Figure 3). About stress causes gastritis, 58% of respondents stand for favor and 42% of respondents seem not in favor.

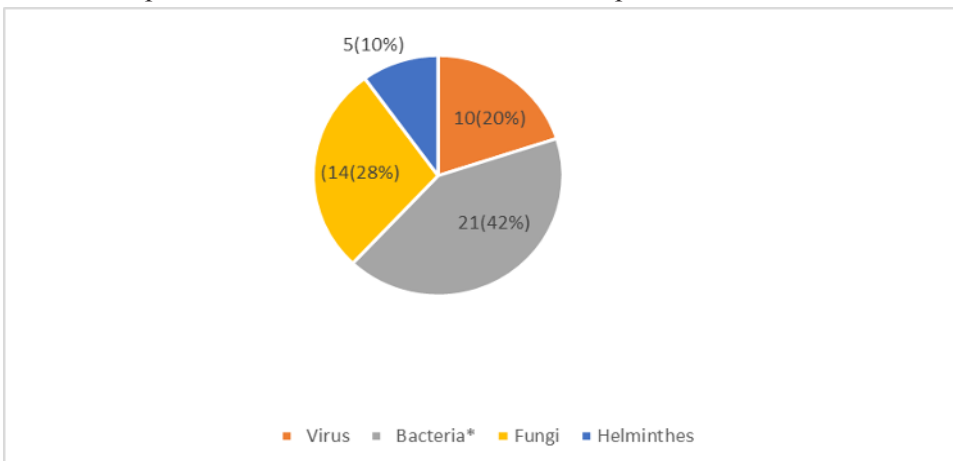


Figure 3: Knowledge on Causative Organism

*Correct response ** Multiple responses

Knowledge on Foods and Disease Condition for Developing Gastritis

Out of all respondents, it is seen that majority of the respondents (84%) answered spicy food trigger for developing gastritis whereas few respondents (4%) answered green vegetables as triggering food for developing gastritis (Table 4). Similarly, more than half of the respondents

(60%) answered that gastritis can be caused by Chorns disease and 10% of youngsters believed in heart disease.

Table 4: Knowledge on Foods and Disease Condition for Developing Gastritis

Variables	Frequency	Percentage
Triggering food**		
Fruits	5	10.0
Spicy food *	42	84.0
Junk food*	40	80.0
Fat diet *	32	64.0
Soft drink*	8	16.0
Calcium and vitamin intake	3	6.0
Green vegetables	2	4.0
Disease condition**		
Diabetic mellitus*	24	48.0
Chronic obstructive pulmonary disease*	9	18.0
Heart disease*	5	10.0
Chorns disease*	30	60.0
Urinary tract infection	12	24.0
Ear disease	11	22.0
Chlolelithesis	10	20.0

*Correct response ** Multiple responses

Knowledge regarding Signs and Symptoms and Complications of Gastritis

Out of the total respondents, the majority of the youngsters (70%) reacted for abdominal pain and more than half of them (58%) responded vomiting and only 2% believed fever as a symptom of gastritis (Table 5). Concerning the complication of gastritis, 64% of the youngsters answered stomach cancer and 6% of the participants answered pneumonia.

Table 5: Description of Sign and Symptoms and Complications of Gastritis

Variables	Frequency	Percentage
Sign and symptoms		
Hiccups *	15	30.0
Vomiting*	29	58.0
Indigestion*	42	84.0
Abdominal pain*	35	70.0
Headache	8	16.0
Back pain	6	12.0
Fever	1	2.0

Complication

Stomach cancer	32	64.0
Heart attack	4	8.0
pneumonia	3	6.0
Joint pain	10	20.0
Anemia	13	26.0
Chronic gastritis	36	72.0
Gastrointestinal bleeding	16	32.0

*Correct response ** Multiple responses

Knowledge regarding Management of Gastritis

Out of the total respondents, almost 90% of them replied that gastritis is curable and 15% responded gastritis is not curable, majority of the respondents (68%) answered eating a balanced diet as self-management of gastritis at home and 14% youngsters answered eating too much (Table 6). The majority of the respondents (70%) reacted gastritis can be treated by medicine and more than a quarter (30%) respondents mentioned gastritis cannot be treated by medicine. Out of 35 respondents' majority of the respondents (74.28%) believed that gastritis can be managed by medicine and there is a need for the complete course of medicine to treat gastritis (Figure 4).

Table 6: Management of Gastritis

Variables	Frequency	Percentage
Managed by Medicine		
Yes*	35	70
No	15	30
If yes Complete course of medicine n=35		
Yes*	26	74.28
No	9	25.71

*Correct response ** Multiple responses

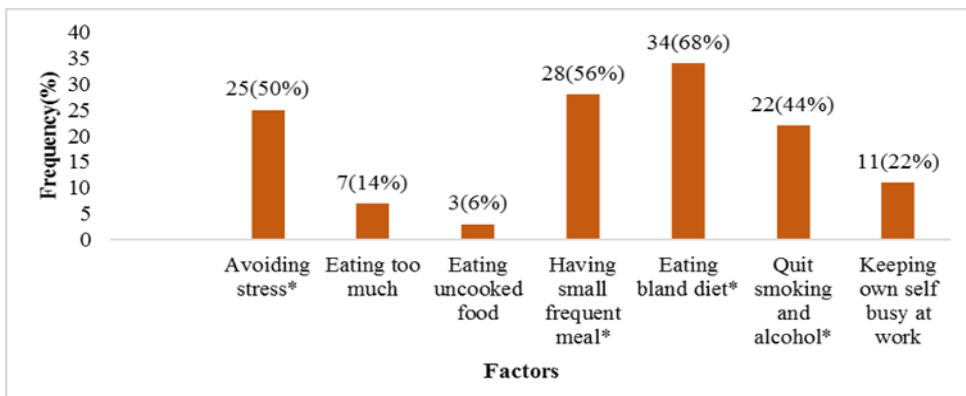


Figure 4: Self-management of Gastritis at Home

Knowledge regarding Prevention of Gastritis

It is observed that almost 98% of youngsters believed that gastritis can be prevented by avoiding spicy foods and 12% of respondents purported having bedtime snacks for prevention of gastritis.

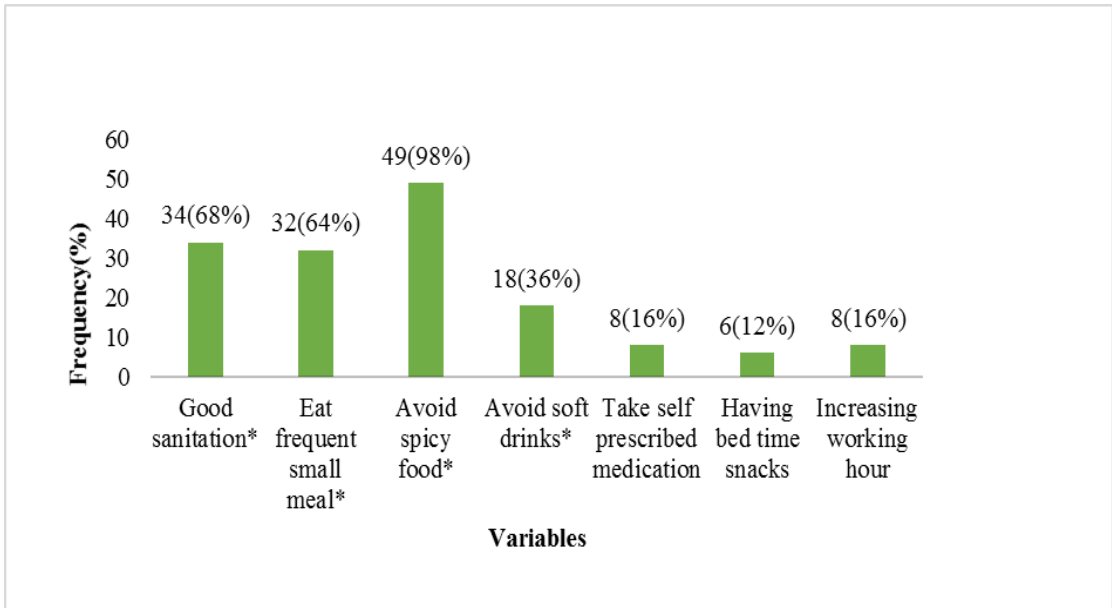


Figure 5: Knowledge regarding Prevention of Gastritis

*Correct response ** Multiple responses

Respondents' Level of Knowledge regarding Gastritis

Out of all respondents, it is seen that the majority (68%) respondents had average knowledge and a few respondents 2 (4%) had excellent knowledge (Figure 6). The level of knowledge was merged (below average and average = average and good and excellent =good) for further statistical analysis to find out the association.

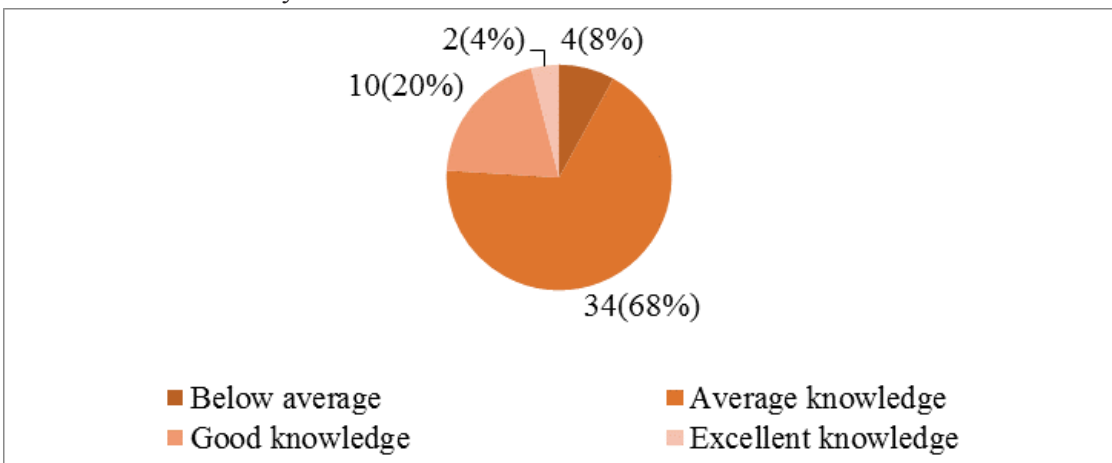


Figure 6: Youngster Level of Knowledge on Gastritis

Association between Respondent's Level of Knowledge and Selected Demographic Variables

Out of all respondents, it is shown that the level of knowledge regarding gastritis is significant with sex ($p=0.021$) and socio-economic status ($p=0.008$) χ^2 is computed for statistical value (Table 7). Hence, it is seen that the level of knowledge is not significant with a part-time job ($p=0.619$), history of gastritis ($p=0.639$) and family history of gastritis ($p=0.773$).

Table 7: Results of Associations between Knowledge of Gastric and Demographic Variables

Variables	Level of knowledge		P-value
	Poor	Good	
Sex			
Male	14(60.9%)	9(39.1%)	0.021*
Female	24(88.9%)	3 (11.1)	
Socio economic status			
Low	23(92.0%)	2(8.0%)	.008*
High	15(60.0%)	10 (40.0%)	
Part-time job			
Yes	7(70%)	3(30.0%)	0.619
No	31(77.5%)	9(22.5%)	
History of gastritis			
Yes	13(72.2%)	5(27.8%)	0.639
No	25(78.1%)	7(21.9%)	
Family history of gastritis			
Yes	27(77.1%)	8(22.9%)	0.773
No	11(73.3%)	4(26.74%)	

*Correct response

DISCUSSION

The study was conducted to find out the knowledge regarding Gastritis among late adolescence in Central Nepal. It was revealed that adolescences agreed contaminated food as the major risk factor for gastritis while a few of them also reported green vegetables as the risk factor for gastritis. The study also showed that majority of adolescences believed - gastritis is curable. The majority of respondents said eating a balanced diet is the best way to manage gastritis at home, while according to the majority of respondents (70%) gastritis can be cured by medicine.

This study also showed that the male sex is significant to influence the level of knowledge. This result is opposite to a study conducted by Fating and Sharma (2019) which showed a significant association between the knowledge scores with demographic variables except for gender. However, for demographic variables, the finding of this study is consistent with a study conducted by Padmavathi (2013) which showed a significant association between the knowledge scores, factors influencing scores with selected demographic variables.

Our study revealed that 80 % of late adolescence knew the definition of gastritis, 66% on risk factors, 50% on causes, 23.7% on signs and symptoms, 56.66% on management, 48.5% on complication, 66.55 % on prevention whereas inconsistent findings by Padmavathi et al., (2013) revealed 54.80% adolescence had knowledge on definition regarding gastritis, 48.50% risk factor, 36% causes of gastritis, 47% sign and symptoms, 50.75% on management, 41% on complication, 40.50% had knowledge on prevention of gastritis.

In this study, 42% of late adolescence knew contaminated water as a risk factor for developing gastritis and 18% of them answered overcrowding. The finding of the study is supported by Charles et al. (2000) which revealed that 35.8% of participants knew overcrowding and 38.1% of participants on contaminated water. Similarly, the finding of the study regarding knowledge on smoking and alcohol as a personal habit causing gastritis are also inconsistent with the finding of the study Charles et al. (2000). However, our study findings are thoroughly consistent with Novelli, (1997) regarding the knowledge about causes of peptic ulcer caused by bacterial infection and spicy foods as a risk factor for developing gastritis. The finding of this study showed that stress is a cause of gastritis which is consistent with the results of a study by Novelli (1997) but inconsistent with Charles et al. (2000) and lee et al. (2001).

This study revealed that late adolescence has an average level of knowledge on gastritis and its consequences. Similarly, the finding of the study showed that male sex and demographic characteristics are major influencers on gastritis prevalence among late adolescence. It is critical to think that the health sector program needs to focus on a community-level knowledge enhancement programme regarding gastritis, focusing on the male sex and considering the socio-demographic characteristics of the community in central Nepal.

CONCLUSION

This study has explored the overall level of knowledge of gastritis among late adolescence. The level of knowledge regarding gastritis is good in a domain like definition, risk factors and prevention, average in causes, signs and symptoms, management, complication. The level of knowledge among late adolescence is at an average level and is significantly associated with gender and socioeconomic status. So the health sector program should focus on gastritis related health-education interventions to increase the level of knowledge on controlling the prevalence of gastritis problems among late adolescence.

Limitations of the Study

The study population is confined to bachelor-level students of Central Nepal. The study is limited to central Nepal, therefore the finding of the study cannot be generalized to the whole country.

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Safe Motherhood Practices of Women in Urban and Rural Areas of Chitwan District, Nepal

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ABSTRACT

Safe motherhood practices ensure all women receive the care they need to be safe and healthy throughout pregnancy and childbirth. It is one of the most important pillars for preventing maternal morbidity and mortality. A descriptive comparative study was conducted to compare the safe motherhood practices in selected VDC and Municipality of Chitwan District. The purposive sampling method was applied in which 120 respondents were married and had at least one child. Among them, 59 respondents were from Bharatpur Municipality and 61 respondents from Mangalpur VDC. Data was collected by interviewing mothers using a structured interview schedule. Descriptive statistics were used for data analysis. The results showed that the number of mothers in the rural area practicing safe motherhood is lower than the number of mothers in the urban area. The number of ANC visits/PNC visits, use of Iron tab, institutional delivery and use of extra nutritious diet or meal per day during pregnancy and after pregnancy were higher in respondents of the urban area. The main reason for not taking ANC/PNC services during their last birth was lack of knowledge and second was their poor economic conditions. This study concludes that the trend of visiting ANC services, delivery care, and PNC services properly are high in the age group 20-39 years and it is increasing with their level of education. Special awareness programmes about information regarding safe motherhood practices should be planned and launched especially targeting the women of rural areas.

Keywords: delivery, maternal mortality, pregnancy, preventive, safe motherhood

INTRODUCTION

Safe motherhood is one of the important components of reproductive health. It means ensuring that all women receive the care they need to be safe and healthy throughout pregnancy and childbirth (Chitrakar, 2010). Safe motherhood decreases maternal and infant mortality and morbidity. Although most maternal and infant deaths can be prevented through safe motherhood practices, millions of women worldwide are affected by maternal mortality and morbidity from preventable causes. Every minute of every day, somewhere in the world and most often in a developing country, a woman dies from complications related to pregnancy or childbirth. About 800 women die from pregnancy- or childbirth-related complications around the world every day. Almost all maternal deaths (99%) occur in developing countries. More than half of these deaths occur in sub-Saharan Africa and almost one-third occur in South Asia (World Health Organization (WHO), 2015).

The risk of maternal mortality is highest for adolescent girls under 15 years old. Complications in pregnancy and childbirth are the leading cause of death among adolescent girls in most developing countries. Women in developing countries have on average many more

pregnancies than women in developed countries, and their lifetime risk of death due to pregnancy is higher. A woman's lifetime risk of maternal death – the probability that a 15 years old woman will eventually die from a maternal cause – is 1 in 3800 in developed countries, versus 1 in 150 in developing countries (WHO, 2014).

Women die as a result of complications during and following pregnancy and childbirth. Most of these complications develop during pregnancy. Other complications may exist before pregnancy but are worsened during pregnancy. The major complications that account for 80% of all maternal deaths are severe bleeding (mostly bleeding after childbirth), infections (usually after childbirth), preeclampsia, eclampsia, unsafe abortion. Maternal health and newborn health are closely linked. Nearly three million newborn babies die every year, and an additional 2.6 million babies are stillborn (Patton et al., 2009). Pregnancy-related complications are among the leading causes of death and disability for women age 15-49 in developing countries (Safe Motherhood Initiative, 2010). Maternal mortality is a major cause of death and disability among women of reproductive age. 500,000 women die every year from complications related to childbearing. Many women get injured, some severely, from childbirth complications. Maternal mortality and morbidity adversely affect the health and welfare of children, families, and communities (Safe Motherhood Newsletter, 2013).

In Nepal, maternal health care practices are insufficient due to lack of education or low literacy rate of women especially in rural areas, poor economic status, lack of knowledge about health care practices and health facilities. Moreover, the maternal status of Nepal is highly affected by early marriage, excessive childbearing; joint family system, the value of son, and socio-economic and cultural factors. The approach of safe motherhood has defined concepts over maternity care (antenatal care, obstetric care, and postnatal care). Those factors vary from socio-economic demographic, caste/ethnicity even cultural or religious status. Nepalese society has its cultural norms and practices that play effective/vital roles in terms of maternal health management. The national RH strategy includes the following elements to make integrated health services available to all the people of Nepal. This includes family, planning safe motherhood including maternal care, delivery care, newborn care, child health prevention and management of complications of abortion, STDs, and management of infertility (National Reproductive Health Strategy, 1998).

Nepal has one of the highest rates of maternal deaths in Asia: currently 12 women die in Nepal every day either during pregnancy or childbirth and Nine out of 10 mothers deliver their babies at home without skilled birth attendants, contributing to a high level of maternal mortality (Options, 2013). The government of Nepal has begun a safe motherhood programme since the formulation of the safe motherhood policy in 1998. The goal of the National Safe Motherhood Program is to reduce maternal and neonatal morbidity and mortality and to improve maternal and neonatal health through preventive and promotional activities as well as by addressing avoidable factors that cause death during pregnancy, childbirth and the postpartum period. But the latest indicators in safe motherhood are not still improving. So, this study was conducted to compare the safe motherhood practices of women in urban and rural areas.

METHODS

The descriptive comparative research design was used to identify the differences in safe motherhood practice between urban and rural levels. The study areas were chosen from Bharatpur Municipality and Mangalpur VDC (now Bharatpur Municipality ward no. 16) of Chitwan District. The data for this study were collected from two areas, VDC and Municipality in women of age group 15-49 years, who had at least one child. The sample size was 120 respondents, 61 from ward no 16 and 59 from municipality purposively.

To collect data, a structured interview schedule was developed as per the objective of the study. The direct personal interview method was applied with the help of a structured questionnaire to collect the information from the respondents. The household characteristics and individual information both are collected from women in reproductive age 15-49 years who have at least one child. The data were collected from January 18 to March 15, 2016.

Safe motherhood practice was defined as a practice that includes age at marriage, age at first childbirth, ANC check-up, diet, work during pregnancy, use of Iron tablet and TT immunization, place of delivery and, postnatal check-up. Regarding work, the usual period of work was defined as work that the respondents had been doing before their pregnancy period. A short period of work was defined as the work that the respondents had done for the four- or five months during the pregnancy period and similarly, no work was defined as the respondents did not do any work during the pregnancy.

After completion of fieldwork, the raw information was checked, edited, coded and entered in the computer analysis and managed by using SPSS software. Percentage distributions, frequencies and cross tables were used to manage the raw data which interprets the tables and cases, and compare the results with other variables (age at marriage, age of mother at childbirth, ANC visit, PNC service, use of iron tablet, TT vaccination, diet, work during pregnancy).

RESULTS

Age at Marriage

The majority of the respondents (75%) reported their age at marriage was below 18 years (Table 1). Very few (0.8%) of them reported above 25 years was their age at marriage. Below 18 years was the age at marriage for the majority of the rural respondents (83.6%). Similarly, in urban areas majority of the respondents (66.1%) were married at the age of below 18. The median age at marriage was found to be 17 years for both study areas.

Table 1: Age at Marriage

Age at marriage	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Below 18 years	51	83.6	39	66.1	90	75.0
18-20 years	6	9.8	8	13.6	14	11.7
21-25 years	4	6.6	11	18.6	15	12.5
Above 25 years	0	0.0	1	1.7	1	0.8
Total	61	100.0	59	100.0	120	100.0

Age at First Birth

Most of the respondents in the rural area (90.2%) gave birth to their first child below the age of 20 (Table 2). Similarly, in urban areas, the majority of the respondents gave birth to their first child at the age of below 20 and only 6.8% of the respondents of urban areas gave birth to their first child at the age of above 25.

Table 2: Age at First Birth

Age at first birth	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Below 20 years	55	90.2	38	64.4	93	77.5
20-25 years	6	9.8	17	28.8	23	19.2
Above 25 Years	0	0.0	4	6.8	4	3.3
Total	61	100.0	59	100.0	120	100.0

Types of Work and Food during Pregnancy

The majority of total respondents (60%) did short period works during pregnancy and 38.3% of them did usual period work (Table 3). In rural areas, 50.8% of the respondents did usual period work and another 49.2% of them did short period work. In urban areas, only one-third (25.4%) of the respondents did usual period work and the majority (71.2%) of them did short period worked during pregnancy. In rural areas, 60.7% of them took extra nutritious food during pregnancy and 76.3% of urban respondents took extra nutritious food during pregnancy.

Table 3: Types of Work and Food during Pregnancy

Types of works during pregnancy	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Usual period	31	50.8	15	25.4	46	38.3
Short period	30	49.2	42	71.2	72	60.0
No work	0	0.0	2	3.4	2	1.7
Total	61	100.0	59	100.0	120	100.0

Types of food during pregnancy						
Types of food during pregnancy	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Usual food	24	39.3	14	23.7	38	31.7
Extra nutritious	37	60.7	45	76.3	82	68.3
Total	61	100.0	59	100.0	120	100.0

Time and Place for ANC Visit and the Reasons for not taking ANC Services during Pregnancy

Out of 120 respondents, the majority (92.5%) of them had visited for ANC service during pregnancy and almost all respondents of the urban area have visited for ANC check-ups (Table 4). Among the respondents in the rural area, 86.9% of them had ANC visited during pregnancy. Among the rural respondents who had taken ANC services during pregnancy majority (52.8%) of them visited ANC 1-4 times, 47.2% visited ANC more than 5 times and the

majority (69.8%) of them had taken ANC services from the health post. They did not take ANC service due to the lack of knowledge and poor economic conditions. Among the respondents in urban areas, the majority (67.2%) of them visited ANC more than 5 times. More than half (55.2%) of them had taken ANC services from the hospital. This may be the cause of access to education and information.

Table 4: Time and Place for ANC Visit and the Reasons for not taking ANC Services during Pregnancy

ANC visited during pregnancy	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	53	86.9	58	98.3	111	92.5
No	8	13.1	1	1.7	9	7.5
Total	61	100.0	59	100.0	120	100.0
Times ANC visit						
1-4 times	28	52.8	19	32.8	47	42.3
5 times and above	25	47.2	39	67.2	64	57.7
Total	53	100.0	58	100.0	111	100.0
Visiting places for ANC						
Hospital	11	20.8	32	55.2	43	38.7
Private clinic	5	9.4	18	31.0	23	20.7
Health post	37	69.8	8	13.8	45	40.5
Total	53	100.0	58	100.0	111	100.0
Reasons for not taking ANC						
Poor economic conditions	2	25.0	0	0.0	2	22.2
Lack of knowledge	6	75.0	1	100.0	7	77.8
Total	8	100.0	1	100.0	9	100.0

Level of Education and Visited time for ANC

Timing for ANC visits is strongly related to the mother's level of education. In rural areas, it is found that the majority (54.5%) of the respondents having primary education visited for ANC 1-4 times (Table 5). Similarly, 60% and 40% of the respondents having lower-secondary education visited for ANC 1-4 times and 5 times and above respectively. All the respondents had secondary education and above visited for ANC 5 times and above. Similarly, in urban areas, all the respondents having higher education and above visited for ANC 5 times and above

Table 5: Level of Education and Visited time for ANC

Level of education	Rural			Urban		
	ANC visited time			ANC visited time		
	1-4 times No. (%)	5 times and above No. (%)	Total No.	1-4 times No. (%)	5 times and above No. (%)	Total No.
Primary	6(54.5)	5(45.5)	11	2(40.0)	3(60.0)	5
Lower-secondary	6(60.0)	4(40.0)	10	3(25.0)	7(75.0)	12
Secondary	-	4(100.0)	4	4(40.0)	6(60.0)	10
Higher secondary	-	5(100.0)	5	-	7(100.0)	7
Graduate	-	1(100.0)	1	-	4(100.0)	4
Post graduate	-	1(100.0)	1	-	4(100.0)	4
Total	37.5	62.5	32	21.4	78.6	42

Iron Tablets and Tetanus Vaccines taken at the Last Birth

In urban areas, the majority of the respondents (70.5%) had taken the iron tab and 85.2% of the respondents from the same area had taken tetanus vaccines at the last birth (Table 6). Similarly, in rural areas, only 62.7% of the respondents had taken iron tablets and 86.4% of the respondents from the same area had taken tetanus vaccines at the last birth.

Table 6: Iron Tablets and Tetanus Vaccines taken at the Last Birth

Did you take iron tab?	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	37	62.7	43	70.5	80	66.7
No	22	37.3	18	29.5	40	33.3
Total	59	100.0	61	100.0	120	100.0
Did you take tetanus vaccines?						
Yes	51	86.4	52	85.2	103	85.8
No	8	13.6	9	14.8	17	14.2
Total	59	100.0	61	100.0	120	100.0

Place of Delivery at Last Birth

In rural areas, the majority (54.1%) of them reported that the hospital was their place of delivery at last birth followed by 26.2% of them who reported home was the place of delivery at last birth (Table 7). Nearly one-fifth of them reported health-post was the place of delivery at last birth. In urban respondents, the majority (69.5%) reported that hospital was the place of delivery at the last birth followed by 27.1% of them who reported home was the place of delivery at the last birth. Only 3.4% of them reported health-post as their place of delivery at last birth

Table 7: Place of Delivery at Last Birth

Place of delivery at last birth	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Home	16	26.2	16	27.1	32	26.7
Hospital	33	54.1	41	69.5	74	61.7
Health-post	12	19.7	2	3.4	14	11.6
Total	61	100.0	59	100.0	120	100.0

Time for PNC Visit

The below table reveals that 77% of the rural respondents had taken PNC services while almost (93.2%) all of the urban respondents took PNC services. In rural areas, who had taken PNC services, nearly similar percent (48.9% and 46.8%) of them had taken PNC services two times and once after their last delivery respectively. Similarly, among the urban respondents, the majority (43.6%) of the respondents had taken PNC services 2 times.

Table 8: Time for PNC Visit

PNC Visit during pregnancy?	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Yes	47	77.0	55	93.2	102	85.0
No	14	23.0	4	6.8	18	15.0
Total	61	100.0	59	100.0	120	100.0
How many times PNC visit?						
One	22	46.8	19	34.5	41	40.2
Two	23	48.9	24	43.6	47	46.1
Three	2	4.3	9	16.4	11	10.8
Four	0	0.0	2	3.6	2	2.0
Five	0	0.0	1	1.8	1	1.0
Total	47	100.0	55	100.0	102	100.0

Reasons for not taking PNC Services

In urban areas, 50% of the respondents reported that they are not taking PNC services because of lack of knowledge, poor economic condition (25%), and lack of family support (25%). Likewise in rural areas, the majority of the respondents are not taking PNC services due to lack of knowledge (42.9%) followed by poor economic conditions (28.6%) and lack of family support (21.4%) respectively (Table 9).

Table 9: Reasons for not taking PNC Services

Reasons for not taking PNC services	Rural		Urban		Total	
	No.	%	No.	%	No.	%
Poor economic conditions	4	28.6	1	25.0	5	27.8
Lack of family support	3	21.4	1	25.0	4	22.2

Lack of Knowledge	6	42.9	2	50.0	8	44.4
Others	1	7.1	0	0.0	1	5.6
Total	14	100.0	4	100.0	18	100.0

Table 10 shows that all of the rural respondents having secondary level and above education had visited for PNC services after their last birth. In urban areas, almost all the respondents from different educational levels had visited for PNC services at their last birth except the secondary level.

Table 10: Level of Education and PNC Visit

Level of education	Rural			Urban		
	PNC visit			PNC visit		
	Yes No. (%)	No No. (%)	Total No.	Yes No. (%)	No No. (%)	Total No.
Primary	10 (90.9)	1 (9.1)	11	100.0	-	5
Lower-secondary	9 (90.0)	1 (10.0)	10	12 (100.0)	-	12
Secondary	4 (100.0)	-	4	8 (80.0)	2 (20.0)	10
Higher secondary	5 (100.0)	-	5	7 (100.0)	-	7
Graduate	1 (100.0)	-	1	4 (100.0)	-	4
Post graduate	1 (100.0)	-	1	4 (100.0)	-	4
Total	93.8	6.2	32	95.2	4.8	42

DISCUSSION

The purpose of this study was to compare the safe motherhood practice of women between urban and rural levels. More than four-fifth (83.6%) of the rural respondents and two-third (66%) of the urban respondents got married at the age of below 18 years. Nearly 7% of the rural respondents and 18.6% of urban respondents got married at the age between 20-25 years. No rural respondents got married at the age of above 25 while very few (1.7%) of urban respondents got married at the age of above 25. The median age at marriage was 17 years for both groups of respondents. The latest data of NDHS, 2016 shows that the median age at marriage 17.9.4 years. This finding is similar to the result of the study of India, conducted by Dhagavkar et al. (2013) on Knowledge and Attitude about Safe Motherhood Practices among Pregnant Women shows that 67.1% of participants are married before the age of 20 years. Among the rural respondents, 90.2% and 9.8% of them gave birth to their first child at the age of below 20 years and 20-25 years, respectively while among the urban respondents 64.4% and 28.8% gave birth to their first child at the age of below 20 years and 20-25 years respectively. This result is similar to the study on Safe Motherhood Practices among Muslim Women in Taple VDC of Gorkha District conducted by Lamichhane (2009) which shows that majority of women (54%) had their first childbirth at the age of below 20 years. In Nepal, National data shows that 17% of women age 15-19 have begun childbearing (MOH&P, 2016).

Regarding the ANC visit, 47.2% of rural and 67.2% of urban respondents received ANC 5 times and more. 62.7% of the rural respondents and 70.5% of the urban respondents have taken iron tablets during their pregnancy. This result is far contrary to the study on antenatal care and birth preparedness practices among mothers in Mahottari district, Nepal done by Sharma and Mishra (2011) showed that only 3% of women received ANC 4 times and more. But most of the mothers took the iron tablet (97%). There are still more mothers who are out of the utilisation of ANC services. In this study, who did not take ANC visits during their last pregnancy, the majority (75%) of them reported that it was due to the lack of knowledge, and 25% reported due to their poor economic conditions.

During pregnancy, mothers need extra rest and a nutritious diet for meeting the requirement of self and growing fetus. Nearly half (49.2%) of the rural respondents and 71.2% of urban respondents did short period work during the last pregnancy period and 60.7% of rural respondents and 76.3% of urban respondents took extra-nutritious food during their last pregnancy period. Similarly, mothers need an extra nutritious diet during the postnatal period to maintain their health and wellbeing. The majority of respondents (82.5%) in both areas had taken four meals per day.

Institutional delivery is an important effort to reduce the health risk of both mother and baby and in reducing maternal and child mortality and mortality. More than two-third (69.5%) of the urban respondents and more than half of rural respondents delivered their last baby in hospitals. This cleared that still more than one-third of respondents had home delivery. This finding is contrary to the finding of the study conducted by Prasad (2012) on Safe Motherhood Practice in Dalit Community in Bara District, Nepal which found that only 30% of respondents had institutional delivery. In this study, more than three-fourth of rural respondents and the majority (93%) of the urban respondents received PNC service. The respondents who did not get a PNC visit reported that the main reasons for not getting a PNC visit were lack of knowledge (44.4%), poor economic condition (27.8%), and lack of family support (22.2%). This study also found out that the timing of ANC and PNC visits are strongly related to the level of education.

CONCLUSION

Based on the major findings of this study, it can be concluded that Nepalese women in rural areas get marriage and give their first childbirth at an early age. They are still out of access to use safe motherhood services due to lack of awareness/education, poor socio-economic condition, and lack of family support. The trend of utilizing ANC and PNC services is also increasing with their level of education.

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Gender Issues in Freeman's *The Revolt of Mother*

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ABSTRACT

This paper analyses the gender role in Mary E. Wilkins Freeman's (1890) one of the most popular short stories, The Revolt of Mother through a Marxist feminist perspective. The story depicts the gender disparity created by the patriarchal American society of the nineteenth century and the revolt of a female character, Sarah as the indication of the women's movement of 1848. The analysis of the story reveals how females are dominated and oppressed by the males in the family and also in society concerning decision-making affairs. Furthermore, it shows that if male domination and suppression continue without understanding females' desires and fulfilling the promises made for them, they can be turned into rebellions and the traditional gender dichotomy can be broken down in a while as the protagonist appears in the story. This article also relates gender discrimination and proposes possible ways to maintain the equality and harmony between males and females concerning Nepali society.

Keywords: Marxist feminism, gender dichotomy, gender discrimination, patriarchal society, Revolt.

INTRODUCTION

Gender dichotomy that prevails everywhere refers to binary oppositeness such as masculinity and femininity. The American society of the 19th century had also cases of gender discrimination and exploitation (Gardner & Freeman, 1992) The contributions of women to the family and the society were ignored for a long in history. The labour of the women in the household seems still neglected in many parts of the world. The existence of domination and subordination of women to men can be observed elsewhere even today. The women's sacrifice for the rearing and caring children in the family is being underestimated and their desires and respect are ignored. The short story "The Revolt of Mother" by Freeman introduces us a female character, Sarah, who endures the pain and suffering of bearing and rearing children in the farmhouse of New England for the last forty years and turns into the rebelling situation distorting the gender dichotomy of the then patriarchal American society. The story was published first in The Harper's Bazar in its September issues, 1890 (Freeman, 1890). Later, it was also published in a collection as A New England Nun and other stories next year in 1891. Due to the ability of the writer to represent the truths of the lives of women and the increasing popularity of the story it is reported that Theodore Roosevelt, who was the Governor of New York at that time, highly recommended all mothers to read for its good moral lesson. *The Revolt of Mother* succeeded so well because Freeman narrated the story using symbolism in male character Adoniram's promise of a new house without sacrificing the structural features of a good story. Although some of the early critics and readers commented on it as a comic fantasy the story proves to be relevant in

many parts of the world including Nepal where gender role is detrimental for familial and social inequalities. At the first glance, the story seems to have magical fantasy because of its magnificent turn of Sarah's revolt, the portrait the writer draws of the village, and Adoniram's unexpected reversal at the end of the story but it reflects the reality of the society in depth. The woman's revolt against the will of her husband and the will of the entire village and region represents the very serious issues of women's identity and the gender relationship in the society.

Many families today undergo conflict and struggles because of gender roles exposed by the patriarchal society (Barrett, 2014). This paper reveals the gender disparity with the analysis of the conservative relationships between males and females in the story from the feminist perspective intending to bridge the gaps created by the patriarchal familial role of man and woman.

LITERATURE REVIEW

The story has been analyzed by various scholars during the time it was written and even a century later. Dwyer (1993) argues that the protagonist, Sarah Penn, diffused the gender differences that were created by the patriarchal system of language and values with her actions rather than the voices. Dwyer further contends that Freeman's narrator goes beyond the characters and reflects the discourses and values of the society in the story regarding the role of females. Likewise, Gardner and Freeman (1992) comment that the rebellion of the protagonists in the stories of Freeman as small-scale, finely focused is the gesture of reconciliation and the rebellion against the patriarchal structure in feminist literature. However, White (2008) analyzes the story from a religious perspective and reports that Freeman has used the characters in the story from the *Bible* such as Sarah and Adoniram to reveal the patience, liberation, possibilities, and religious restrictions of New Englanders women. Grimwood (2013) in "The Revolt of 'Mother' and 'Consumer Culture'" also analyzes the story in the connection to the consumer culture of the then time and argues that the author, as well as the protagonist Sarah Penn, is fascinated with the consumer culture, "the experience of reading local-colour fiction consisted of moving temporarily from a relatively cosmopolitan complex internally differentiated reality to a relatively rustic unitary reading local colour fiction (p. 264). Grimwood concludes that the shifting family from house to the barn, the conversation of Sarah about the barn from the beginning, transform of rustic structure to the more civilized space and the processing of rural resources into consumable goods as fiction show the consumptive desire of American society of 1890. Further, Grimwood (2007) critically analyzes the story through the critical discourse analysis method and reports that the whole story is created with the relationship between gender, power, and architecture as the central theme of life and fiction. Grimwood further claims that all members of the Penn family construct the barn without consulting the mother despite her frequent inquiry and the inadequate structure to live in. Grimwood concluded that no member is accused of the rebellion in the family; it was all because of contemporary politics and power architecture. In a comparative study on two stories namely Mary E. Wilkins Freeman's "The Revolt of Mother" (1890) and Nina Sutherland Purdy's "Mothering: The Story of Revolt"

(1916), Garvey (2009) highlights the major issues of gender, control of economics on the farm of rural village and the role of the family head for keeping all the members united. Garvey suggests that women should be allowed to take financial control to improve the lives of 21st century rural families. Similarly, Yi (2017) from China deconstructing the gender dichotomy critically analyzes the reasons for changes in the relationship and proposes a way to unite two sexes as androgyny using the feminist approach.

The story has been analyzed from multiple perspectives in different times and contexts. However, after reviewing the available literature it is found that no one has analyzed it from the Marxist feminism perspective relating the relevancy of the story to the Nepali context. So, this paper reports the analysis to bridge the gap.

Theoretical Review

Multiple feminist theories such as gender theory, intersectional theory, Black feminist theory, globalization theory, Marxist feminist theory, queer theory are available in the field of social and behavioral sciences (Allen & Jaramillo-Sierra, 2015). Moreover, Fox and Murry (2000) state various traditions of feminism: Marxist feminism, radical lesbian feminism, neo-traditional feminism, and Black feminism. The Marxist feminist perspective is based on the principles of Marxism which focuses on how capitalism uses the family to oppress women and the consequences of the family to woman's life (Sheivari, 2014). Marxist feminism mainly examines the class and gender inequalities as oppression of a powerful and independent system. It often argues that class and gender inequalities reinforce each other and create marginal groups which are often oppressed. Marxist feminism explores how gender, sexuality, and the family-household system that operates concerning the contemporary capitalist society (Barrett, 2014). The Marxist feminist study along with the political economy of women's liberation highlights the value of unpaid labour of the women in the family and society that represent the labour force and also orients the coming generation for not having the ownership of the means of production (Seccombe, 1974). Marxist feminists seem to be focused on the liberation of women politically and economically.

On the other hand, the responsibility of the men as the breadwinner to support other family members enhances the inequitable capitalist economic system. According to Tong (1989), Marxist feminism clarifies how the household works of the women shape their consciousness, identity, and status in the family and society. Therefore, Marxist feminists are mainly concerned with the division of labour that females in the domestic sphere of the family and the male in the workplace. A woman's position in the family may also help to explain the problem strengthening the working-class consciousness. Feminist researchers consider gender issues as the fundamental working principles which mediate women's conditions in society. Feminism among many others is a lens that focuses on the particular gender-related issues through which it poses and argues the centrality of gender in shaping our consciousness, skills, and institutions as well as the distribution of power and privilege. It is the perspective through which the woman's place in the family and the society is studied (Callaway, 1981).

There are some movements of feminism in the literature which are also known as waves of feminism. The first wave of feminism research operated largely within the conventional paradigm (Westkott, 1979) which is a more self-conscious methodology (Lather, 1988). In the second wave, feminist researchers' task has become to generate and refine more interactive, contextualized methods in the search of patterns rather than prediction and control (Reinharz, 1983). As Gimenez (2000) states in her article, four major currents: liberal, radical, socialist, and Marxist feminism were identified during the women's liberation movement. Gimenez further says that Marxist feminism is sought to take the side of Marxist theory to understand the capitalist sources of the oppression of women. This paper attempts to analyze the story *The Revolt of Mother* through a Marxist feminist theory perspective as stated by Barrett.

RESULTS AND DISCUSSION

In Freeman's story "The Revolt of Mother", two main characters Sarah and Adoniram Penn (Mother and Father) represent two sexes of nineteenth-century American society. The female character Sarah initiates the bargaining process with the male character, Adoniram for making the new house. In the story, the male character occupies the larger space though he remains linguistically silent all the time whereas the female voice is louder. Still, she is unheard of.

The story revolves around a bold woman who takes a position against an authoritarian husband because most of Freeman's stories are about New Englanders and their local lives which eventually is considered as the colour movement in American literature (Dwyer, 1993). The whole action in the story takes place on a farm in a rural setting of New England in the spring and summer of a year in the nineteenth century.

Sarah is the main character as a patient, hard-working farm wife and mother who always respects and loves her husband and also takes care of two children. The next character is Adoniram Penn, the husband of Sarah who always ignores the needs of his family and devotes himself to his farm. He speaks little and refuses even to discuss the serious subject of the family. When his wife reminds his promise to build a new house and improve their living condition, he doesn't care much. Another character is their daughter Nanny who is getting married soon. They have a son, Sammy. Other characters are Mr. Hersey (the minister), Hiram (Mrs. Penn's brother who lives in Vermont), Rufus (farm helper), Young Hired Hand (farm helper), and George Eastman (Fiancé of Nanny), other labourers and villages.

Generally, the gender relationship between males and females is biologically determined. However, the same biological difference can be seen as the weaknesses of the women that they should be limited to the household service only. As a result, the labour division of outdoor-oriented men and domestic-oriented women came into practice. In the story too, this division can be found. The main characters Adoniram (male) and Sarah (female) have been assigned different gender roles: the father has complete charge of the farm and any other outdoor business, while the mother is confined to household works like cooking, taking care of the families. Such a division of duties and responsibilities can also be found in the next generation. Sammy, their son, often helps his

father with the tough works such as loading and unloading the wood, working on the farm, and so on. Similarly, as a boy, he has the right to go to school and study. On the other hand, Nanny, his sister, could only stay at home and help her mother in cleaning, washing, and sewing. The father tells the secret of making a new structure on the farm and Sammy keeps that matter secret for three months without telling his mother and sister. Both male characters think that outdoor works are not the business of women. As argued by Barrett (2014), the male characters seem to be guided by capitalist schooling because male characters seem to earn for the family.

American society of the nineteenth century was based on social stratification that could further strengthen the gender attributes based on biological differences. In the patriarchal society, men as the breadwinners of the families are supposed to be stronger, aggressive, competitive, fearless, independent and intelligent whereas women are said to be opposite to the men: weaker, more passive, not ambitious, cooperative, emotional dependent, gentle and so on. For example, at the beginning of the story, the writer presents the female image as:

She was a small woman, short and straight-waisted like a child in her brown cotton gown. Her forehead was mild and benevolent between the smooth curves of grey hair; there were meek downward lines about her nose and mouth character. (Freeman, 1890, p. 553)

Similarly, the daughter Nanny with "a pretty girl's face, pink and delicate as a flower" (Freeman, 1890, p. 554) supports the female temperaments. Other language chunks also indicate the female such as "sweet, slow voice", "turned quietly", "wiped the plates slowly and dreamily", and "sewed industriously". On the contrary, the writer has used different language for showing manhood, such as "he hurried the horse into the farm wagon, and clattered out of the yard, jouncing as sturdily on his seat as a boy." Masculinity can also be understood by Sammy's reluctance to stay at home and going out to help his father. It shows that gender roles were existent in the past in American society as it was also based on patriarchal social structures where women were not given much freedom to take any decision at family and even in the family. After nearly a hundred and thirty-five years later, gender inequality can be realized in Nepal as well.

The disparity between gender roles may not be the result of only male domination and suppression. It must be the reflection of the society and social division particularly the consequence of capitalist patriarchal society (Sheivari, 2014). As Marxist feminists argue there is the oppression of Adoniram on Saraha in the story "The Revolt of Mother" because the male character, Adoniram does not listen to his wife and continuously confines her in the household works. The oppression of Adoniram can also be realized in his actions and speech because he does not provide any right to decisions to his wife. That might have been the reason for revolting in the last part of the story. She liberates herself by revolting in the family with her husband. She moves to a new barn challenging the patriarchal system. The reason to shift to the new barn was her discomfort because the house was ill-decorated and the pantry was not good for her as named as "box of a house". Freeman said:

Here is the entire buttry I've got - every place I've got for my dishes to set away from my rituals in, and to keep my milk-pans in. Father, I've been taking care of the milk of six cows in this place, an' now you're goin' to build a new barn, an' keep more cows, an' give me more to do in it. (Freeman, 1890, p. 554)

The pieces of evidence in the story are enough to conclude that the ways of thinking and the control of the property on males were the sources of gender oppression in the family as Barrett (2014) Barrett indicated in Marxist feminism. The thinking can be rooted in the socio-cultural pattern of the society they were living in.

The discussion also indicates that if the male domination and suppression continue without understanding the desires of the female and fulfilling the promises, females may turn into rebellions and the patriarchal dichotomy can be broken down in a while (Tong, 1989). As Freeman states out in the story, "However deep a resentment Sarah might be forced to hold against her husband, she would never fail in sedulous attention to his wants" (Freeman, 1890, p. 555). Sarah spent 40 years obeying her husband and accepting his nature. When her husband started building the barn in the same place where he had promised to build a new house even without communicating with family, she took revolutionary decisions all of a sudden. The evidence indicates the counterattack on male domination and suppression.

The story ends with a subversion of gender dichotomy similar to Yi's (2017) earlier study. The writer has successfully given the message to the readers showing the positive reunion of all the members together in the new house although it was the barn. Father finally realizes his all mistakes instead of blaming his wife and also plans for improving the condition of the house. The mother becomes successful to accomplish her desire at least making her own decision. When the father comes back from his business, he finds all members in the new barn which he had made for the cattle. Adoniram cannot resist the decision that was made by his wife in his absence. He accepts that eventually even if he was not happy.

The American society in the late nineteenth century could be found oppressive to women. They were not given the rights to the property in the family and society. Despite the women's movement and the women's rights activists such as Lucretia Mott, Susan B. Anthony and Elizabeth Cady, women were not granted the right to vote in the elections (Westkott, 1979). Women were allowed to work for menial jobs paying less than men. The protagonist of the story, Saraha sums up the measurable condition of women as:

You ain't found out yet we're women-folks, Nanny Penn said she. You ain't seen enough of men-folks yet to. One of these days you'll find it out, an' then you'll know that we know only what men-folks think we do, so far as any use of it goes, an' how we'd reckon men-folks in with Providence, an' not complain of what they do any more than we do of the weather. (Freeman, 1890, p. 553)

The above statement clearly shows how much pain and oppression American women were born at that time. Whatever gender discrimination was created by the capitalist society, the women finally got victory over the tyranny of male domination as Sarah could be able to revolt and moved to the new barn. The story represents the women's movement that started in 1848 in America where women's voices were made louder throughout the world. The story still seems to be relevant in Nepalese society where women are still discriminated against in the family and society. Moreover, they can learn the lesson from the story.

CONCLUSION

As depicted in the story *The Revolt of Mother*, women are dominated by men in various aspects of life like business, economy, and politics, and even in the familial decision-making processes. The traditional gender dichotomy, male domination and oppression are still in existence in many families in the world. These inequalities are the result of the patriarchal capitalist mindset of society. As the mother resists the gender discrimination, domination, and oppression in the story and liberates herself, the women require themselves to rebel for fulfilling their desires and enjoying equal rights with the men. Sarah Fenn is the representative female character to resist such patriarchy and liberate her from familial restrictions. This story also gives lessons to the women for their equal rights and responsibilities to deconstruct the gender dichotomy and maintain a peaceful and just family and society.

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Role of Language in Shaping Cultural Identity

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ABSTRACT

This paper aims to explore the role of language in shaping the cultural identity of people in a society with an argumentative explanation based on the relevant literature. The descriptive summary from the documentary analysis in the paper mainly focuses on the positive and communicational role of language to establish the foundation of cultural landscape through the continuous representation and transmission of diverse cultural characteristics such as people's thoughts, behaviors, cultural histories, traditions, values, principles and boundaries within a socio-cultural context. Moreover, the paper indicates that language as a linguistic channel navigates people's commonality and unity framing them in a single pattern of cultural identity. It is suggested that every language as a powerful source of introducing cultural politics requires continuous transmission, preservation and promotion by the nation as an opportunity for the new generations to be born with distinct cultural identity.

Keywords: *cultural identity, language learning, cultural representation, language hegemony, ancestral dialects*

CONTEXT

Language is one of the determiners of understanding people's culture in the world. When a speaker communicates a particular language people may speculate about the origin, nationality, culture, religion and ethnicity of the speaker as language reflects embedded cultural identities of people within a language. Hall (1997) states that language represents the shared meanings of a particular culture and culture exchanges the meaning through language with the society members.

Primarily, language as one of the mediums of conveying innumerable opinions, ideas, emotions and knowledge serves multiple functions in framing the diverse cultural identities of a particular group. Different languages representing diverse geographical locations express people's voices reflecting their cultural identities. The language and culture continuously co-create cultural values, traditions and identities through human interaction (Maine et al., 2019). Language can reveal the different hidden social and cultural realities of the people when they develop a certain lifestyle and culture with the family members and society through languages from early life. Bucholtz and Hall (2005) state that a person's identity results in linguistic interaction as a social and cultural phenomenon rather than an internal and psychological one. Therefore, the linguistic performance of individuals distinguishes their cultural identity as they use distinct language to talk and perceive the world.

Many social theorists and cultural researchers in the area of sociolinguistics and anthropology argue for the role of language in shaping cultural identity. For example, Kennedy (2019) states that language can positively navigate and construct cultural identity by strengthening the connection of people in the community. Similarly, Ennaji (2005) illustrates that what factor differentiates an Arab and a French from an Igbo has the cultural communicative function of their mother tongue as the culture can transmit the people's shared mentality, lifestyle and behaviors based on local, tribal and national languages. Every language with a distinctive nature shapes the people's cultural identity with the reflection of different social and cultural realities, historical traditions, typical lifestyles, shared cultural values and belief systems of a specific society resulting in the promotion of solidarity, preservation of cultural traditions and developing the socio-cultural system of a nation.

The main purpose of this paper is to explore the question of how the role of language is in shaping the cultural identity of people in society providing an argumentative description based on the relevant literature. The related themes are presented in the following sections to analyze and explain the role of language in shaping cultural identity.

Language and Cultural Identity

Language is the tool of cultural sharing between the members of a community because interacting in a language means understanding the culture and the process of being an integral part of it.

Supporting this, Fuller (2007) emphasized that the cultural identity depended on interlocutors' interactions and the choice of language in different social contexts. Similarly, Vygotsky (1980) argued that the interaction between individuals and the community performed the semiotic functions therefore language as a linguistic and cognitive tool supported children to internalize the social and cultural thoughts of others at first before framing their psychological thoughts in the community. However, some researchers questioned the role of language as a sole source of framing the cultural identity by stating that language also can create a cultural identity crisis in the society as Giri (2010) stressed that people speaking Nepali and English languages had more power and control over the minority language speakers in Nepal leading socio-cultural and linguistic disorders and identity crisis with socio-economical displacement.

This may be the case that language can create a cultural identity crisis as a threat however Edewor et al. (2014) claimed that cultural identity could be redefined and restructured to address the crisis and the denial of identity, security, equality and autocratic roles of the government was more responsible to create ethnic or cultural conflict in Nigeria. Similarly, language acquisition and the foundation of cultural identity take place earlier than the situation of an identity crisis (Gelman & Roberts, 2017).

The above findings of the literature show that language guides the cultural identity as language comes first before learning about the culture and framing identity in a new social situation.

Language Transmission and Cultural Exchange

Language transmission from one generation to another generation provides a foundation for cultural transmission and modification as mother tongue interaction in a family and society helps to learn all the basic cultural values and traditions which grow as an identity in the future.

Gelman and Roberts (2017) indicated that language as a powerful engine of cultural transmission exchanged different sets of cultural skills representing the private, public, cultural and mental system of the society. Likewise, Kinzler et al. (2011) interpreted the role of mother tongue as one of the social and cultural identity markers as more than 6000 mutually unintelligible human languages were mostly learnable in early childhood. However, some researchers argue that language transmission within a particular culture can be challenging for establishing a separate cultural identity if the language speakers migrated from one nation or culture to the next as Bhugra (2004) contradicted that when individuals from a particular socio-cultural background migrated to another linguistic and cultural background, they might feel socio-economically disadvantaged, culturally discriminated and alienated.

Learning language and shaping a new cultural identity can be a problem for people in the new socio-cultural context, on the contrary, the findings of Miller and Collette (2019) emphasized that people improved their multicultural identity and life standard developing the required skills to function in the multicultural society after learning the international languages with a sense of satisfaction in the target culture and the pride of one's culture at the same time.

Therefore, these findings present that learning and transmission of language continuously exchange cultural and multicultural identities irrespective of geographical location.

Language Hegemony and Cultural Representation

Multiple ethnic minority languages in Nepal have not been officially promoted and preserved from the national level as a result cultural traditions and identity embedded within these languages are on the verge of extinction. As the majority of people use the Nepali language in the written and spoken discourse and English and Nepali languages are widely practiced as the medium of education, media, technology, business and economics. Supporting this, Phyak (2013) identified that many local languages of indigenous communities had fragile socio-political, economic and educational representation due to the monolingual language policies of the country therefore the language policies needed to establish the ethnic and cultural identity of indigenous people incorporating them in the explicit policy formation and implementation. Similarly, Giri (2011) argued that Nepal as a linguistically and culturally diversified country was ignorant to promote ethnic minority languages due to the invisible language politics by the interest of ruling elites as a result minority language had no definable position and adequate recognition in different fields and language policy.

Focusing the representation of minority languages in media, Amatya (2015) reported that about 6.58 % of indigenous media and journalists have empowered their languages and culture

by informing and entertaining indigenous people since there were 43 Newari, 13 Tharu, and 10 Tamang and two Rai languages newspapers including Gorkhparta supplement daily from 32 indigenous languages.

On the other hand, Baral (2020) reported that the Danuwar community of Sindhuli district as one of the 63rd marginalized communities of Nepal was not in the media access to receive the information about COVID-19 and the majority of them did not understand the Nepali language information broadcasting from the local radios and television since they had own cultural identity speaking Done as mother tongue.

These findings indicate that promoting a language preserves the cultural and ethnic identity, where there is the matter of one language hegemony over others, direct influence on the cultural identity is observed which connects language to shape the cultural identity.

Preservation of Language as a Cultural Pride

Language develops and preserves the culture and culture interacts within the language system therefore people with different castes and communities persistently want to preserve their languages and cultural identity as cultural pride. For example, Gurung (2019) reported that the Gurung community of Nepal wanted to develop a unified language script to preserve and promote their cultural and ethnic identity for future generations as they were anxious that many Gurungs lived in the foreign country without practicing their spoken and written language and many youths in Nepal also started learning Korean and Japanese language to go abroad for the job. Similarly, Katuwal (2018) reported that Khas is a major source of modern Nepali language spoken by Chhetris, Bahuns, Thakuris and Dalits communities in the Karnali province of Nepal including many indigenous languages such as Surel, Sanskrit, Hayu, Pahari, Meche, Jirel, Dhimal and Kumal needed promotion and attention which were in the verge of extinction due to the rare speakers for preserving the cultural interactions in these ancestral dialects.

Some scholars argue that cultural identity is more than only language preservation, as various aspects can replicate the cultures. For example, Chapagain (2018) reported that the Raute tribe of Nepal represented their separate cultural identity in terms of their dresses, lifestyles and traditional belief system that they perceived the world differently and loved their migrating nature thinking of the sky as their blanket and the earth as their bed.

However, Silwal (2011) asserted the Raute people and their children did not understand the Nepali language as they have been establishing their nomadic lifestyle and cultural identity through the transmission of the Raute language system. Therefore, how cultural identity presents a particular community can be the output of the language system.

These findings reflect that the close connection between language and cultural identity that lack language preservation brings a threat to their cultural identity therefore people with specific cultures want to promote their language system to endorse their ethnic dignity and cultural pride.

Language Learning and Cultural Identity

Cultural identity is associated with language learning because recognizing language elements enable learners to assimilate with the cultural activities, sign, symbols and societal consciousness encouraging to adjust in the new culture. Li (2013) argued that cultural understanding and cultural transformation can be increased through learning diverse linguistic features of a language which empowered learners against cultural hegemony. Similarly, Freire (2020) focused that the multicultural and multilingual teaching-learning practices emphasized socio-political consciousness, cultural awareness and social actions to foster the cultural identity of the individual using languages.

However, Pinto and Araújo e Sá (2020) contradicted that language and cultural identity go parallel to overcome the issues in society from diverse perspectives instead of promoting each other. On the contrary, Donitsa-Schmidt and Vadish (2005) highlighted that language proficiency and acculturation enabled the North American students to learn the Hebrew language, Israeli culture and lifestyle for establishing new Israeli cultural identity while studying there.

Therefore, the above literature emphasise that language learning is one of the significant components to trace the cultural identity promoting language learners to assimilate into the new culture. For example, if someone is interested to understand and adopt the Newari culture, they need to learn the Newari language as a foundation for shaping the Newari cultural identity.

CONCLUSION

The language as a social interactional tool plays a crucial role to shape the cultural identity representing and framing people's linguistic and cultural backgrounds to exchange their personal experiences, social realities, cultural norms and historical traditions among the members of a specific group establishing an enriched socio-cultural life within a country.

The paper illustrates that communicating in a language means understanding and interpreting the in-depth social and cultural standards, values, lifestyle, signs, symbols and directions related to a particular culture to reveal a separate cultural identity. Similarly, culture as a social system nurtures language development in society and largely frames the expressions of human narratives in their family and society. The paper reflects that people with a distinct language and cultural identity feel proud to celebrate their linguistic and cultural solidarity as language establishes the system of representation and transmission of cultures over the generations. Furthermore, the promotion and preservation of languages develop the notion of multiculturalism with the sound socio-political and cultural environment in the country. The recognition of linguistic elements promotes cultural identity as national pride. As presented in the studies, languages upraise the cultural positioning of a community generating development opportunities in different fields such as socio-politics, education, media and economics.

Additionally, language functions as a cognitive tool to express and internalize the linguistic terms relevant to the cultural background therefore the change of linguistic region may

result in individuals' adaptation to the new culture reframing linguistic diversity with cultural identity. The different features and levels of mother tongue interconnect thoughts, cultural ethics and social happenings in the form of cultural identity in the community. The content analysis of the different themes highlight that a language creates the environment to reflect the culture and culture provides the field to language practice therefore language learning and transmission for cultural representation as a whole characterize the role of language in shaping and maintaining a distinct cultural identity in the changing world. All human beings need to be responsible to save the languages for shaping cultural identity.

Our internal thoughts and emotions may not be always ours, rather communicated and shaped by the lens of our culture

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Prospect and Practice of Teacher Induction in Nepal

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ABSTRACT

The process of converting pre-service teaching into an in-service teacher is known as induction and this technique of teachers' professional growth has been gaining momentum in the world of teacher education throughout the world. Nepal is a developing country and it has not started the teacher induction program formally yet. This study is an attempt to investigate the role and prospect of teacher induction. The study employed a descriptive method and used secondary sources to make arguments. For the argumentation, the study at first makes a claim and it is supported by already published literature. Those secondary sources of data comprise previous researchers, journals, and other standard publications. The study found that using induction, teachers around the world developed their professional abilities and their inhibitions and disappointments were removed since they got an opportunity to collaborate with professional teachers, it has become a life-long experience and different features and components of it made it more reliable and valid. The study suggests that it is extremely necessary to introduce a teacher induction program in all levels of education and if can be done teachers' professional development can be practically achieved.

Keywords: induction, life-long experience, features, components, TPD

INTRODUCTION

The term "induction" is derived from the Latin word "inducere" which means a process of leading one into a new experience (Cherubini, 2007). Robinson (1998) defines it as "the introduction to an unfamiliar situation, an activity of a new kind" (p.3). Likewise, teacher induction is defined as the mortar that cements pre-service training to be continued in-service professional development (Farhat, 2015). In its simplest form, it is the process of welcoming and helping beginners to adjust to their newly assigned roles as in-service teachers. Fideler and Haselkorn (1999) assert that induction programs "are designed to support, assist, train, and assess teachers within the first three years of employment in public schools" (p. 13). While conceptualizing, it relates to teacher preparation, it has evolved and changed with increasing interest in the topic, it continues to be understood in wide terms as a supporting mechanism for the teachers who are at the beginning stage of their career (Lawson, 1992).

Similarly, this mechanism has four goals which are socializing the teacher into the school culture, enhancing teaching skills, solving beginning the problems that the novice teachers are likely to face, and assuring teachers' professional development (Arends & Winitzky, 1998). The participation of pre-service teacher programmes has increased since 1990 (Feiman-Nemser, Schulle, Carver, & Yusko, 1999). Concerning the history of teacher induction, Reeder (2013) asserts that there are five waves in the history of teacher induction. The first wave was earlier to

1986, the second wave came during the years of 1986 to 1989, 1990-1996 was the time for the third wave for the induction programme, the fourth wave occurred from 1997- 2006 and now we are in the fifth wave at present (Wood & Stanulis, 2009). In 1978, Florida was the first state to establish a state-level induction programme (Feiman-Nemser et al., 1999). The second wave of induction programmes which arose between 1986-1989 concentrated on mentoring and differ in programme structure (Furtwengler, 1993). Likewise, the third wave which emerged between 1990- 1996 was focused on developmental and structured approaches to induction that also included formative evaluation as the component of the programme (Wood & Stanulis, 2009). The fourth wave of induction is characterized by the inclusiveness, organized system of integrated novice teacher assistance (Bartell, 2004). It is essential to clarify that teacher induction is different from the pre-service and in-service teacher training programs. The induction programs are the bridge from the student of teaching to the teacher of student (Ingersoll & Smith, 2004).

The teacher induction programme makes an unfamiliar situation familiar to those who want to be accustomed to it and from ELT practitioners' point of view, induction paves the way to professionalism. From the discussion made above, it is crystal clear that the role of induction is very paramount in the process of professional development of novice teachers for various reasons. Moreover, it is through induction the gap between theory and its practical implementation can be maintained on one side and on the other, it does not matter whether it is pre-service or in-service, but induction plays a very significant role in the professional development of a naïve teacher. Considering this, no study has been carried out to find out the role, prospect, and practice of induction in Nepal so this study is an attempt to investigate the same.

METHODOLOGY

The primary objective of the present study is to investigate the prospect and practice of teacher induction in Nepal and for that the research question is -what is the prospect and practice of teacher induction tradition in Nepal? To explore those prospects and practice the study employed a qualitative research perspective since using it enabled me to have in-depth information about the prospect and practice of teacher induction. Moreover, the study relied on a secondary source of data since this is desk research. In this study, at first, a claim is made and the claim is supported by argumentation. The argumentation, for example, has been developed with the help of a secondary source of data. Such secondary source comprises of books, journals, articles, periodicals, reports, etc. Hence, being inclined towards desk research, the present study utilized already published materials to support the argument presented at the beginning section of the study.

As this is an argumentative qualitative paper, the argumentation has been made based on the claim that has been made in each section of the theme. This study used the framework of data analysis and interpretation propounded by Braun and Clark (2006) in which at first code is generated, then after the similar codes are categorized into a coherent whole after those categories are converted into themes and emerged themes were related with existing literature.

Following the framework of Braun and Clark (2006) data collected from the secondary source has been analyzed and related to the existing literature.

FINDINGS AND DISCUSSION

Based on the available resources, I have drawn the findings of the study in the following themes.

Components of a Teacher Induction Programme

After specifying the induction programme, it is very important to establish its goals since goals direct other necessary components for the teacher induction programme. As talked above, the role of the induction programme is to enable the professional development of novice teachers, mentoring their professional skills and making them familiar with the pedagogic process, hence it is only through induction professionalism can be found on the part of teachers (Feiman-Nemser & Carver, 2012). Feiman-Nemser and Carver (2012) have presented a comprehensive framework by specifying the components of an induction programme that comprised of:

- Matching a good job with an academic qualification
- Orientation towards the relevant work
- Support from all stakeholders of the school community,
- Specifying the role
- The focus on professional development
- Constructive mentoring.

Similarly, Huling-Austin (1992) focused on specifying objectives of the induction programme in behavioral terminology and further opined about constant feedback to the participants of the induction programme. However, Schlechty (1985) focuses on the observation of teachers and the administrative body's attitude and behavior towards the induction of novice teachers' progress through constant feedback from professionals in and outside the institution. Moreover, the study of Galvez-Hjornevik (1985) reports that an induction programme should have the internship status (which is done after completing a particular degree, say M. Ed in Nepalese context), the mentor (which novice teachers are assigned to a professional teacher and the professional teacher supervises the classes and provides feedback whenever needed), and the committee (it is responsible for ensuring the professional development of the novice teacher which consists of the school principal, a counselor on curriculum, a peer teacher and the mentor).

Ingersoll & Smith (2004) assert that teacher induction has a direct connection with the type of programmes being induced which yields in the professional growth of the novice teacher by various means and the professional growth is measured by the school's academic council and district academic head. Moreover, Heidkamp and Shapiro (1999) advocate that components of induction should include a support programme for a novice teacher so that professional growth can be achieved. According to them, the component of the induction programme comprises of

providing administrative support and direction that comprised of meeting one to one to those novice teachers and solving the problems that they have been confronting, making the novice teacher feel relaxed in the school environment that encompasses of assimilating them to the school environment and helping them develop a positive attitude towards their professional growth, maintaining frequent contact that involves of making them aware about duty and responsibility of every individual of the school and allowing the administration to make an informal observation of the novice teachers, allowing them to have time for professional development and having a professional relationship to those who are academically connected.

Features of the Teacher Induction Programme

Even if the primary purpose of the teacher induction programme is to enable novice teachers to be proficient in the act of teaching, it has many more features that should be taken into consideration while making an induction programme for them. Many scholars of teacher education argued that because of distinct features, the induction programme has been very effective in many parts of the world. For example, Schlechty (1985) argues that an induction programme explains the novice teacher about the process of their selection which is based on the special requirement that ensures future success. Moreover, Schlechty (19985) provides the following features of an induction programme:

- It is divided into progressive steps of novice teachers' achievement
- Induction training ensures the successful futures of inductees
- Induction yields long term career objectives for them
- Inductees' problems and immediately addressed in real-life situations
- Novice teachers should develop their academic vocabulary
- They receive supervision, demonstration, and feedback from higher authorities periodically
- They are allowed to share their happiness and difficulties with the academic council and other academic bodies from time to time.

Moreover, the study of Feiman-Nemser and Carver (2012) came across about the features of an induction programme that includes one – to two years taught programmes that laid attention to teacher learning and their evaluation, provision of a mentor, an opportunity for collaboration, making a structured observation, intensive workplace learning, and organizing seminars and meetings on a timely basis so that problems could be solved academically. In Japan, a novice teacher is required to conduct action research about the practice and problem that s/he encounters once a year, and such research should be published in the annual magazine of the concerned school (Kock, 2007). However, Fulton et al. (2005) asset that induction in Switzerland is different than induction in other countries since the country begins induction programme for pre-service teachers at first and only after than to other teachers, like-in-service one. According to them in the pre-service induction programme teachers are expected to work in teams and offer support and encouragement to each other. Additionally, induction in Germany and France is

based on an apprentice-style system. In those induction programmes novice teachers are aligned with professional teachers and professional teachers are required to make novice teachers as their assistants for a period of at least six months, during that time they are expected to demonstrate professional abilities and once novice teachers learn professional etiquettes and manner from their seniors, the classes are handed to them and professional teachers should allow them to teach fully for a month and make an observation (Howe & Xu, 2013).

Induction: The Beginning Phase of Professional Development

The teachers who are recruited today are the teachers for the next generation and their success determines the success of the whole generation of the students (Wong, 2004). Likewise, their success is possible with an inclusive coherent professional development programme. The induction programme prepares, supports, and retains new teachers (Carvar, 2003). Induction programmes are considered the beginning phase of professional development (Nielsen et al., 2007). The teachers who are at the starting phase of their career also need the support for professional development to prepare for and hold their teaching profession which is the objective of the induction programme (Ruhland & Bremer, 2002). While analyzing the literature, it shows that the induction programmes are helpful in the professional development of teachers. They have become the first ladder to reach the goals of a teaching career, for example, a study (Elsner, 1984) found that the positive changes were seen in the teaching skill in the teachers who were assisted by the induction programme than the teachers who were not. Odell (1986) found that the novice teachers were supported emotionally by the induction support which resulted in the positivity towards the profession which motivated them to work hard and retain in the teaching career but that was lacking in the teachers who didn't get support through the induction programme. Likewise, as one of the fundamental characteristics of an effective teacher is to be able to find and use the resources for fruitful teaching, this was able to be achieved by the teachers who were facilitated by the induction programme (Runyan, 1991).

Induction Programmes: A Lifeline for Novice Teachers

Induction programmes are considered as the lifeline of novice teachers (Bloom, 2014) because of several reasons. The teachers at the beginning phase are also known as novice teachers might feel disappointed and frustrated in the first years of teaching because of the inability to navigate the teaching-learning process in a systematic manner (Voss & Kunter, 2020). It is my experience that every teacher at the beginning phase of the teaching profession can be intimidating as we have to struggle with classroom management issues, lesson plans, supporting the children with special needs, etc. In case the teacher who starts his/her teaching career from the junior grades has to be competent enough to keep records and do a lot of paperwork which is necessary for child assessment, certification, and other aspects of programme responsibilities (Kelchtermans & Ballet, 2002). The bitter truth is that only a few new teachers get emotional and technical support when they first step into the teaching profession. I have heard the teacher reflecting their memories of first-year teaching as “reality shock”, “sink or swim” and so on. That's the reason why the teacher retention rate in the first few years is high

(Buchanan et al., 2013). So, the teacher induction programme answers to develop the promising and hardworking teachers as the induction programme regards the novice teachers not as a finished product even if they have completed the teacher certification programme (Stansbury & Zimmerman, 2002).

Induction programmes, however, for new teachers are popular these days and work as a tool to reduce teacher turnover, reinforce teacher practice, and enhance students' learning (Wong, 2004). The researchers at the Southeast Centre for Teaching Quality found the specific causes that enforces to drop out (Hirsch & Emerick, 2007) which were the weak of leadership, lacked sufficient time for preparing the lessons, and working with students. Likewise, the research carried by Simon et al. (2015) on the project called the Next Generation of Teachers at Harvard University found that the present generation of new teachers are different from the past generation as these generations have many job opportunities unlike the past generations so, when they don't get support to handle the challenge of teaching in the first years, and they are likely to quit. So, teacher induction programmes can be a useful tool to overcome novice teachers' retention. Thus, Steffy et al. (2000) assert that induction programmes should be offered during the hiring process which should be following the developmental needs of the teachers and be systematically woven into the fabrics of the system of the school.

Induction in Nepal: A Personal Reflection

I could not find any literature on the teacher induction programme in Nepal for the newly recruited teachers as well no documentation has been made on the same issue either. In my own experience, I first have gone for teaching in a private school where I didn't get any induction for teaching, but in some schools, I have seen headteachers, coordinators orienting the teacher who is newly recruited to help them adjust to the school environment. But when I talked to my friends and seniors who passed Teachers' Service Commission (TSC) exams and have been working as teachers, then I came to know that recently there is a provision of induction as orientation for the novice teachers who have recently joined the service. When I talked, I found that one of the teachers, who had joined the teaching job in government school five years ago, according to her, they were given five days' orientation. They were inducted along with the other subjects' teacher although she was an English teacher. Without any consideration, all teachers were kept in the same place and oriented. The induction or orientation was given by the local trainers or resource persons. All the teachers who were newly recruited that year in that district were in the same orientation programme. So, due to lack of specialization, the induction programme was not fruitful as it should be but as she was already in the teaching profession in a private school. Even if the teaching environment was not new to her, but it was not helpful for all teachers. Likewise, one of my friends who joined the government school in the year 2064 B.S told me that he didn't get any induction or orientation for his teaching job. He taught with his knowledge and the skills that he had but later on training programmes that he attended sharpened his skills of becoming an English language teacher.

CONCLUSION

For a developing country like Nepal teachers' induction programme is a relatively new concept and because of know-how and financial constraints, it has not been effectively introduced in the pedagogical practice of the country formally so far. Therefore, no previous study has been done in this area. Induction, in this sense, is a process of professionally converting pre-service teachers into in-service teachers by enabling them to practically implement the theoretical stuff they acquired in their formal instruction into a practical field. Moreover, induction is crucially needed for familiarizing school culture, enriching teachers' skills, solving personal and academic problems professionally, and enabling teachers to grow professionally in their respective working environments. Even if the concept of teacher induction is a newer concept in Nepal, it has been widely used in many parts of the world so that pre-service teachers are converted into professionals in their working environment. Nonetheless, there are five waves of induction in the world. The first one has begun in 1986, the second was from 1986 to 1990, the third one from 1990–1996, the fourth one from 1997 – 2006 and the last was has been from 2006 onwards.

On the other side, different components of the teacher induction programme made it trustworthy and valid. For example, the task of it is to support those novice teachers through different mediums since whenever they are in an induction programme, they are engaged in goal-directed activities, an induction programme for the teacher should enable naïve teacher to grow professionally and for that constant feedback, workshops and seminars should be organized on a periodic interval. Moreover, the features of an induction programme should include those activities that enable a novice teacher to be able to gain career objectives, get the experience of the lifelong learning experience by implementing theoretical stuff into practice, get an opportunity to collaborate with professional teachers, and learn many more things from them and learn the mannerism of professional teacher and apply the same while teaching in the classroom.

Finally, as the teacher induction programme is the beginning phase of teachers' professional development, it is regarded as the first ladder of their professional development so novice teachers experience it differently. It is because if there would be no induction programme, a naïve teacher would have been frustrated, disappointed, and intimidated towards the teaching and learning process but it is the teacher induction programme that enabled them to overcome such a negative attitude. Moreover, if an induction programme is strictly implemented, it reduces teachers' turnover since a well-trained teacher does not like to change the profession as he becomes well experienced in course of time in one hand, and on the other hand, after the induction programme, he gets a handsome salary. Regarding the case of teacher induction in Nepal, the situation is very frustrating and only the academic heads of schools do it. For example, in my interview with some teachers, I found that headteachers and higher secondary level coordinators have been doing the task of teacher induction informally and it has not been documented in literature about teacher induction so far in Nepal. Therefore, it is extremely necessary to introduce a compulsory teacher induction programme at all levels of education in Nepal.

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Economic Contribution of Homestay Tourism: A Case Study of Magar Homestay of Naruwal, Lamjung

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ABSTRACT

Tourism involving homestay is one of the Nepal government's key efforts to diversify its cultural tourism product. Moreover, homestay can be a new model of tourism development in Nepal. This article aims to highlight the economic contribution of homestay entities based on the descriptive design. Data were collected from the ten homestay entities of Magar homestay at Naruwal, Lamjung through in-depth interviews. The contribution of homestays has been studied from various aspects like average income earned, the number of jobs created, women entrepreneurs, reverse migration, development of infrastructure, rise in living standard, etc. The result shows that the rate of income and expenditure has been gradually increased since the date of homestay tourism commencement in the community. This study has found that many of the respondents have managed their daily expenditures through the income of homestay entities. All homestay operators have reported the increment in their economic status. However, it is also found that there is a need to improve the quality of service to increase the flow of national and international visitors/tourists.

Keywords: homestay, socio-economic development, homestay operators, village tourism, employment generation

INTRODUCTION

Nepal is a developing country, mostly with diverse geographic conditions. More than the cities, a vast majority of people reside in rural and remote areas. In this respect, the living standard of a rural area is to be raised with great importance. Similarly, Nepal consists of many natural, cultural, historical, and adventurous products. These products are the main attractions for visitors throughout the world. Nepal is rich not only in natural resources but also in tradition, religion, and culture. The habit of travelling has originated the growth of the tourism industry. The nature of travelling activities may vary from the early period to the date. Over time, the meaning of travelling has been shifted from the necessity to the desire of taking splendid journeys. (Ranjit, 1976, p.17) All in all, tourism plays a vital role in the economic and socio-cultural development of Nepal. Homestay concept is particularly found in rural areas that include both cultural and natural sites. These kinds of initiatives lure visitors/tourists to experience and witness the culture of the offbeat sites and also to inject money directly into the economy of these areas.

The concept of homestay has received the attention of public and private stakeholders due to the clear opportunities it presents in the economic development of the area. The homestay programmes have been considered as a tool that helps in the development of the community

(Acharya & Halpenny, 2013). Homestays are also considered as small-scale enterprises and the hosts as micro-hospitality entrepreneurs. It generates income in small amounts and contributes to economic prosperity and community development in the area. Local communities generate income directly and indirectly through homestay programme which also empowers them by providing local employment, poverty alleviation, attracting tourists, and enriching the experience of tourists by showcasing the natural and cultural heritage of the destination. (Agyeiwaah, 2013) Nepal is a small landlocked country with geo-diversity ranging from plain region to the highest peak in the world. Similarly, it also has diverse vegetation. Nepalese practice different religions and cultures. Nepal includes different world cultural heritage sites like Lumbini, Pashupatinath, Swoyambhunath, and so on. Hence, having all these qualities, Nepal is one of the best tourist destinations in the world.

Homestay: Concept in Nepal

The concept of community-based tourism was first coined in the year 1970s in the world (Mitchell & Muckosy, 2008). Community-based tourism is the outcome of Rio-De-Jenerio, Brazil, Summit in 1992 for its sustainable development.

Nepal Government first introduced the homestay concept in 2007 AD though it was the old concept in the world that has a significant role in the development of rural sector life-style in Nepal (Devkota, 2010). This programme was floated to provide additional accommodation for the anticipated number of tourists visiting the country during Nepal Tourism Year 2011. The government wanted to promote fairs and festivals, dance, music, food, and the lifestyle of the local people. Similarly, the prime aim of homestay is to enhance rural people's participation in the tourism sector. Two modalities have been planned as 'Community homestay' and 'Private home stay'. It is also believed that such homestay programmes in rural areas will provide additional income for the locals. In urban areas, privately owned homestays are also encouraged to allocate two rooms with two beds each. Under the homestay idea, anybody who has a home with at least four rooms can use the empty rooms for tourist' homestay. At the same time, the host should be able to provide organic food with local culture and tradition. Nepal government has set the provisions or rules for the homestay operators. Firstly, they have to register their houses who would like to provide homestay accommodation at the local Homestay Management Committee. Secondly, the house owner must be able to provide hygienic food with local taste and good room facilities. The accommodation package and other charges are determined by the Local Homestay Management Committee.

The homestay management committee further sets the rules for the homestay operators where hosts should be able to ensure cleanliness and a safe and secure environment, adequate toilet and bathroom facilities. The numbers of guests are determined as per the space available in a house. As per the guideline put forward by the concerned authorities, tourists are to be served the same food that the house owners consume. The guideline includes a code of conduct for tourists as well. Visitors have to dress appropriately and accept the hosts' culture and traditions. Further, they are advised not to use any drugs and narcotics. People's concept about tourism has

been changed with the development of rural tourism around the globe. Tourists prefer different activities like walking, climbing, horse riding, adventure, fishing, hunting, seeing culture, heritage, temples besides luxurious hotels and resorts. (Kunwar, 1997)

Rural tourism contains differentiation, uniqueness, specialty, and peculiarity than luxurious tourism. It gives tourists to experience far away from busy, hectic, and crowded infrastructural urban areas to the peaceful calm locality full of splendid natural surroundings, by offering them to stay in natural, clean, comfortable, and pocket-friendly accommodation and authentic local foods. This article mainly attempts to further boost and help homestay operators to effectively run their business. Similarly, it aims to understand the perception of the local community towards the homestay programme in Naruwal, Lamjung and, to review and analyze the economic impacts of the homestay programme on the local community. It explored how the people of the study area improved their economic status through homestay tourism.

LITERATURE REVIEW

Club Mediterranean at first introduced the concept of rural tourism to provide different environments and locations to the people living in the city in 1950 named as 'Vocation Village', in Majorca, a Spanish Island. Rural tourism is demand-centric, the desire of tourists to see 'other' culture and lifestyle which is often considered as primitive and unique from their own (Kunwar, 1997).

Defining Homesay

Although homestay is considered a relatively new concept, it is an age-old concept where travelers used to stay with a family as a guest and there was no concept of a commercial accommodation system. The word homestay is composed up of home and stay which refers to staying or loading in somebody's home as a guest by paying some monetary value on a rent basis for some specific tenure (Azwar, 2020). This term might be different in different countries. For example, homestay is regarded as farmhouse accommodation in Australia whereas in the United Kingdom it is often associated with learning the English Language. The concept of homestay is comparatively new (Klepinger, 1995), as it currently has other meanings apart from the original definition which defines the homestay as a place for international students requiring accommodation. The Merriam Dictionary (Merriam Webster Corporation, 2002) defines it as "a period during which a visitor in a foreign country lives with a local family". A guest at one's home for a short period with the cost is a home-stay tourist and the service related to such tourist is called homestay tourism. But such guests are provided accommodation and services by individual families as well as the community too (Timalsina, 2012). Since the people living in rural areas follow the practices of traditional living in a better way, homestays become an ideal way for the tourist to get in touch with local customs and culture. Such practices have created cultural exchange by sharing life and family experiences.

The Malaysian definition of homestay has been adopted for this study. In the Malaysian homestay context, it is an experience where visitors stay with selected families, interact and

experience the daily life of host families, and experience Malaysian culture as well. Normally, the guest house is located in a village surrounded by hills or paddy fields. Guests are allowed to join the locals to go fishing, prepare dinner or simply enjoy an idyllic village lifestyle (Ibrahim & Razzaq, 2010).

The homestay concept is new to all. Hence, it should be registered to the Tourism Board of the nation and a local management committee is formed to run the programme in the community effectively. There are several stakeholders in the homestay industry namely homestay providers, homestay hosts, and homestay guests. A homestay provider is the coordinator of the homestay programme whose responsibility is to organize quality accommodation (Corina, 2018). Similarly, homestay host refers to the families who offer their homes to the guests for the whole duration of their stay. And the homestay guests refer to the people who occupy the hosts' houses for a fee. It is the door to find possibilities, to understand a new and untapped place resulting in the government enable to promote widely as a new tourist destination and arrange for an alternative source of income to the rural host population (Gangotia, 2013). In homestay tourism, visitors get ample chance to spend quality time with the local family observing their customs, values, and culture, which is an excellent opportunity to realize the taste of rural life and tradition. The environment along with culture is inseparable in the tourism business. The market value of this homestay business has been grown up with the demand of visitors. This business offers financial rewards and monetary help to the local native community for restoring, protecting, and conserving the environment and their indigenous culture. Market value is created with the demand of visitors where both environment and culture are commoditized (Laurie & Radcliffe, 2005). We can say that tourism is a component that is concerned with development, giving importance to discover the ways of expanding constructive impacts. Homestay tourism is an effective tool to minimize rural poverty and reverse migration. It assimilates many types of activities like trekking, cultural tourism, agro-tourism, health tourism, and eco-tourism. It helps to increase tax revenue in a particular country. It may also stimulate new markets for the local community to showcase and trade their products, for example, agricultural products, crafts, and others. The literacy rate in the community remains increasing gradually through this programme. The homestay concept has also been discussed in several other ways and that has led to homestays being known as various other names as cultural homestays, heritage homestay, educational homestay, leisure stay, culture stay, volunteer stay, and urban stay (Pasa, 2020).

Village Tourism

Village tourism is community-based tourism that is considered a new concept in tourism studies. It involves the participation of local people in the development of tourism in their area. The studies on this concept started around 1990. The importance of community-based tourism has also been highlighted by the Third World Countries in their development agenda. It is considered very important for the local people as it empowers them and supports them by increasing the rate of development (Corina, 2018).

Before 1951 AD, tourism activities were limited to major trekking routes, the mountains, and adventure tourism in Nepal. The concept of village tourism was introduced to increase and maximize economic benefits and to generate job opportunities for the local people who depend only on agriculture. Nepal government started providing basic infrastructures like roads, electricity, and telecommunication (Lama, 2013). A village tourism programme was included in the national tourism policy in 1995 in Nepal. Nepal Village Resorts (NVR), a Kathmandu-based travel agency started to work as a marketing agency of the village tourism products, launched village tourism for the first time in Nepal in Sirubari Village in 1997 AD. The local people were actively engaged in the planning stages of Sirubari Village Tourism (Thakur, 2013). Since then other villages also started the village tourism programme taking the example of the Sirubari programme, but it suffered a major setback afterward, due to the outbreak of Maoist insurgency in Nepal (1995AD). After the Peace Agreement between the Nepal Government and Maoist Party in 2005AD, a certain level of political stability helped to boost village tourism in different parts of the country. For the effective development and growth of rural tourism in Nepal, each village possesses its own Tourism Development Management Committee that consists of community members (Shrestha, 2015). The committee is responsible for assigning guests to hosts, which is done on a strictly rational basis. The committee also checks the quality of cleanliness ensures accommodation standards and organizes different cultural activities, events, and educational programmes for the growth and promotion of village tourism in the local community.

METHODOLOGY

To achieve the set objectives, a qualitative research approach was chosen (Caldas, 2009). I used a case study research design to explore people's economic activities in the study area. The total population of the study was 10 homestay owners and 3 members of the Homestay Management Committee (HMC). The study population was selected using a purposive sampling procedure (Caldas, 2009). I interviewed 10 homestays owners and 3 members of the HMC. I conducted in-depth interviews to explore the socio-economic activities of the homestay. The interview guidelines included the socio-cultural and economic impact of homestays, benefits and challenges of running homestays in rural areas, the contribution of homestays in generating economic activities and empowerment, and possibilities of further expansion of homestays in the study area. Similarly, I observed their activities as a participant-observer.

I used primary and secondary sources of data to analyse this study. For example, the data from the study population and my observation were the primary sources of data collection. Similarly, I employed various newspapers, magazines, reports, research papers and theses related to homestays tourism at home and abroad as secondary sources of data. The recorded interviews were transcribed, codified and developed various themes according to the research objectives (Banks, 2009).

The Snowball sampling method was used to choose the respondents for the study. Snowball is also known as chain referral sampling. This is a purposive sampling method that considers several factors like the kind of resources available for the study, availability of time, the objectives of the research, and data saturation. Data saturation is a point where the additional data cannot bring additional insights to the research (Banks, 2009).

FINDINGS AND DISCUSSION

This section deals with a brief introduction of the study area and various themes based on the interviews and observation.

Study Area

The study area was a Magar homestay village of Besishahar 2, Lamjung, Nepal. The study is 6 km away from Besishahar, the district headquarter of Lamjung. It is accessible in half an hour on foot from Gairi, on the way of Besishahar-Dumre highway. The homestays were run by the Magar community, a major ethnic community of Nepal. Roughly, the total population of the Magar was 400. The village is famous for the sight scene of the eye-catching snow-covered mountains including Manaslu, Himchuli, Harka Peak, BouddhaHimal, LamjungHimal, Annapurna I and III and Gangapurna in the Annapurna range. Considering the natural beauty of the village, the typical Magar culture, availability of organic food and good hospitality of the local people, a group of intellectual people put forward the concept of homestay tourism since 2009AD and, finally, the Magar Homestay was inaugurated in 2018AD by the Honorable Chief Minister PrithviSubbaGurung (Gandaki Province) in the presence of the Army Chief of Nepal General Purna Chandra Thapa. A 15 member homestay management committee has been formed. Now, 10 homestays are in use. With the objectives to empower the women of the Magar community, their skill development, economic development, and the preservation of language and culture, the concept of homestay tourism was developed in the village, and now the local people believe that it has been able to convey a positive message about the village and the Magar culture.

Economic Contribution of Homestay

The participants involved in the study reported that homestay tourism has created an opportunity to improve their economic status. They explained that homestay tourism has promoted the local products, created job opportunities for the local people, developed women entrepreneurs, improved the living standard of the people, supported to reduce poverty, and developed various infrastructures in the village. For example:

Before we started homestays, the local products did not get more value. We used to consume them for our family purpose. We had a survival farming system. Now, we have started to produce various products including vegetables, domestic animals and organic foods focusing on the demand of

the guests in homestays. The local products have got market (Bir Singh Rana, HMC member).

These comments reflected that homestay has provided the opportunity for marketing other local products. It has created the opportunity for self-employment. Income from homestay tourism was enough to manage the basic expenditures. Undoubtedly, quality service can add the number of tourists in rural tourism. Therefore, there was a need to monitor the compliance of basic standards of homestay developed by the Nepal Government. This is supported by the study of Neupane (2017) who investigated that despite the cultural preservation, the rural homestays of Nepal have created more opportunities for their economic empowerment by utilising domestic products.

Similarly, all the participants reported that homestay tourism has created job opportunities for local people. For example, the owner of homestay no. 1 said:

Local people are involved in various jobs such as nature guides, housekeepers, cooks, drivers, and wage-based workers. Due to the Covid-19 pandemic, the flow of visitors has declined this year. We are preparing our infrastructures during these periods and many people are working as wage workers for homestay construction.

These remarks reflected how homestays have contributed to generating jobs for local people and use their skills in the productive field. The involvement of people in various jobs can improve their economic status and living status. This is in line with the study carried out by Acharya and Halpenny (2013) which examined how homestays contributed to sustainable development by generating job opportunities and promoting local and organic products in the home and abroad.

Women Entrepreneurs

The majority of the respondents involved in the interview from the local community were female. I tried to explore the ways they benefited through it. It was found that more females were motivated in the homestay programme in comparison to the men in the family. They were involved in activities like cooking, planning, managing, interacting with guests, cleaning, etc. Female ownership in the very business was helping in regular income generation for women and involved them in mainstream development by encouraging gender equality. Even handmade souvenirs to tourists were other jobs created by the homestay programme. For example, Bi Maya Ale said:

I am a ward community member. I actively participate in the decision-making process at the local level. Women have managed homestays very well and generate more resources of income. I along with other women conduct various training like tailoring, knitting, cooking, and so on resulting in women's empowerment in the village.

Homestays have developed women entrepreneurs for community development activities and make women major stakeholders for homestay development.

The Rise of Living Standard

The study homestays were found to contribute to the promotion of local resources. It has provided an alternative way of self-employment for generating income to subsidize the expenditure. This is supported by Thakuri (2016) who argued that homestay programmes have increased the living standard of the community people. It has flourished the facilities like hygienic conditions, schools, recreation grounds, library, museum, etc. GOs, NGOs, and local bodies have been supporting the programme. The study found a satisfactory level of income from homestay resulting in a rise in living standards.

Development of Infrastructure

Magar homestays of the study area were found equipped with basic infrastructure facilities like roads, drinking water, sewage and drainage, public toilets, electricity, communication, etc. Since the announcement of the three-layered government in Nepal. The local government, i.e. Besishahar Municipality has also been taking special care of the infrastructural facilities throughout the municipality.

Economic Sustainability

Homestay programmes have made an alternative source of income to rural entrepreneurs. The participants explained that tourism has employed other members of the family apart from the headman. Above all, such activities supported the family economically. Homestay tourism may create a risk of shifting the traditional economy to a market-based economy. This is in line with Budhathoki (2013) who mentioned that the living cost of local people may increase in demand for foreign goods and technology. It provides only seasonal employment.

Reduction in Poverty and Control Migration

The homestay programme is a major scheme that helps in the reduction of poverty in an area. The result indicated that income generated through various tourism activities may result in a reduction in the poverty level in the village. Also, the youth who had migrated to other cities in search of jobs have started to return because there are ample employment and entrepreneurial opportunities available. For example, Ram Bahadur Rana Magar, an HMC member shared his experience that he left his foreign employment and was involved in homestay tourism. He reported that the migration rate has declined after they started homestay tourism.

Improve Literacy Rate

The participants involved in the study reported that homestay tourism has developed educational awareness among the local people. Besides general education, I observed local people using computers and social media. They used the new technology to spread awareness

about their products and services. However, the local community people should be aware of eco-friendly practices and responsible for the same.

Promote Local Cultures

I observed that local people have preserved local cultures because the guests wanted to enjoy with local culture in local taste. The participants expressed that local people got an opportunity to have interaction with people from various cultures and ethnicity. This helped in the survival of traditions and culture. I observed people presenting Magar cultural dances like Chudka, Kaurah, Sorathi, Maruni, etc. were presented to the guests.

Capacity Building Practices

The participants reported that local people were getting engaged besides homestay programmes like animal husbandry, bee-keeping, farming, handloom cottage, etc. The research indicated that homestay tourism is an experience-based phenomenon that is directly linked with the lifestyle of the local people and is also geared towards protecting the local culture, heritage, and traditions.

CONCLUSION AND IMPLICATIONS

Tourism is a multidimensional product that can be flourished only after the development of infrastructures like transportation, communication, drinking water, hospital, school, etc. It has increased awareness among local people to preserve their natural resources and social culture and customs as well. It is observed that Magar homestay at Naruwal has a positive impact. The more the participation of local people and enhanced marketing of tourism may help to grow tourist flow in village and people will be more benefited. While developing infrastructures to attract tourists, the local environment is adversely affected. Therefore, protecting the environment, providing good service, preserving local tradition and culture should be the main goal of the government and the community to make it the best.

This study offers some important implications for the success of the homestay programme in other parts of Nepal. All in all, it contributes firstly, to the theoretical literature on homestay tourism from the perspectives of the local people. Similarly, the current study contributes to the research by exploring various criteria on which economic benefits can be explored. Moreover, the study also has practical implications for the policymakers and the practitioners as they can utilize the study for destination planning and development. This study presents some limitations which provide the opportunity for future researchers. This article has limited the analysis to one particular area of Lamjung district indicating the generalized issues. Future researchers can include more villages and also a comparative analysis can be made.

After the analysis of all interviews, the outcome indicated that the locals were very pleased by homestay tourism. At present, the homestays are receiving only internal visitors/guests. The number of visitors was higher last year but the pandemic of the COVID-19 has been adversely affecting the business now. Based on my observation of the homestays, I have

recommended some suggestions for the better improvement of the homestays. Mass tourism has always had negative impacts on the environment as they weaken the quality of the local environment and region. So far so good, the tourism industry can't be regarded as one hundred percent sustainable, the visitors, the service providers, and the tourist agents and counselors have to understand sustainable tourism and lead tourism growth according to the rule of sustainability. Similarly, the hosts always should keep in mind that preserving the local and cultural tradition and heritage, conserving natural resources and beauties and promoting the country as an ideal tourism destination country can benefit a lot economically. Likewise, unplanned urban development has forced rapid and uncontrolled flops like irregular, substandard, and inaccessible housing development such as loss of open space and decreased livability. Hence, policymakers should focus on how to categorize homestay tourism. Increased importance for the religious and cultural festivals and events can enhance the development of museums but at the same time, it has few negative effects on the local traditions and culture. For instance, Nepal has 123 different spoken languages all over the country but in the present context, the vocabularies of some languages are missing and some languages are not spoken at all. Therefore, Magar homestay operators should also emphasize the mother tongue. Since people launched the concept of community homestays, all the owners should develop good relations with each other for the promotion of homestays. Furthermore, the lodge used by previous visitors should be thoroughly cleaned once they leave the home. Homestay operators are suggested to focus on organic foods so that the agro-based food production will increase.

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गोपालप्रसाद रिमाल, 'मसान' नाटक र नारीवाद

अरुणविलास अधिकारी

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लेखसार

साहित्य समाजको दर्पण हो । समाजमा देखिएका विकृति, विसङ्गति, अन्याय, अत्याचार, दमन, शोषण, उत्पीडन आदिको यथार्थ पर्दाफास गराई समाजलाई प्रगतितर्फ उन्मुख गर्ने काम साहित्यले गर्दछ । साहित्यका प्रमुख विधा श्रव्यविधा र दृश्यविधा हुन् । श्रव्यविधा अर्थात् सुनेर र पढेर आनन्द लिने विधाअन्तर्गत कथा, कविता, निबन्ध, उपन्यास आदि पर्दछन् भने दृश्यविधाअन्तर्गत नाटक पर्दछ । दृश्यविधाभित्र पर्ने नाटक मञ्चनयोग्य हुनुपर्छ र दर्शकले रङ्गमञ्चबाट प्रदर्शित वा मञ्चित नाटकको विषयवस्तुलाई पात्रहरूका अभिनयद्वारा बुझ्ने प्रयास गर्दछन् । आधुनिक नेपाली नाटकको लगभग शुभारम्भदेखि नै सामाजिक यथार्थवादी प्रवृत्तिलाई आधारभूमि मान्दै आफ्नो नाट्यलेखन परम्परालाई निरन्तरता दिन सफल नाटककार व्यक्तित्वको नाम गोपालप्रसाद रिमाल हो । आधुनिक नेपाली साहित्यको फाँटमा थोरै लेखेर प्रशस्त ख्याति कमाउन सफल रिमालले 'आमाको सपना' नामक कविता सङ्ग्रहका साथै 'मसान' र 'यो प्रेम' नाटक अनि 'माया' नामक एकाङ्कीको मात्र संरचना तथा प्रकाशन गरेका छन् । तत्कालीन नेपाली समाजमा विद्यमान सामाजिक जीवनका यथार्थ पक्षहरूलाई आत्मसात गर्न सफल रिमाल साँच्चैँ सामाजिक यथार्थवादी नाटककार हुन् । नेपाली कविताको क्षेत्रमा नवीन गद्यशैलीका शुभारम्भकर्ता कवि व्यक्तित्व रिमालको खारिएको र माफिएको विधा चाहिँ नाटक नै हो ।

नाटककार रिमालद्वारा संरचित दुई नाटकहरू मध्येको पहिलो नाटक 'मसान' (वि सं २००३) हो । यस नाटकमा नाटककार रिमालले नेपाली समाज अनि सामाजिक संरचनाको यथार्थ तस्वीर खिच्नुका साथै नारी जीवनमा घट्ने गरेका यथार्थ समस्यालाई मूल विषयवस्तु बनाएका छन् । रिमालले आफ्ना नाटकमा नारी उच्छृङ्खललताको नग्न नृत्य नदेखाई अनि नारीलाई बासनातृप्तिको स्वार्थमा पूर्ण लोलुप नपारी नारीमा निहित गुण र सामर्थ्यका बारेमा उल्लेख गर्दै घर, समाज र राष्ट्रमा नारीप्रति उच्च सम्मानको भाव दर्शाएका छन् । नारी कसैकी खेलौना होइनन् न त बासनातृप्तिकी साधन नै । सृजनाकी आधार नारीलाई उचित सम्मान दिई उनको जीवन, उनको घर, उनको परिवार कसैलाई पनि मसान बनाउने चाहना नाटककारमा नभएको वास्तविक अभिव्यक्तिलाई प्रमाणित गर्ने प्रयास प्रस्तुत नाटकमा रिमालले गरेका छन् ।

राणाकालीन परिवेशअन्तर्गत सामन्तकालीन केटीप्रथाको खराबीउपर प्रहार गर्नु 'मसान' नाटकको खास उद्देश्य हो । मातृत्व स्त्रीजातिको जन्मसिद्ध अधिकार हो । तर कृष्णले पहिले नै ओखती खाइसकेकोले युवतीको मातृत्व सफल हुँदैन न त कुनै सद्देश्यका निमित्त त्यस्तो आकाङ्क्षालाई उत्सर्ग गर्न नै पाएकी छे । ऊ चिर युवती बनी, भोग्या बनी तर आमा बनिन, जुन कुराको उसलाई ठूलो धोको थियो । युवती चाहन्थी कृष्णको माया दुलहीमा पनि बाँडिओस् तर छोरोलाई भने सधैं आफ्नै छातीमा टाँसिएको हेर्न पनि ऊ चाहन्थी । मातृत्व मातृत्वको यो सङ्घर्षको फलस्वरूप दुलही विरामी पर्नु, युवतीले कृष्णलाई विरामीमाथि माया जगाइरहन खोज्नु, युवतीको मातृत्व र मानवताले कृष्णलाई आफ्नो पाप लुकाइराख्न असमर्थ पार्नु,

युवतीलाई बढी माया गर्नाको स्पष्टीकरण दिँदै भेद खोल्नु, दुलहीको देहान्त हुनु, युवती मातृत्वको हत्यारा लोग्नेको मसानतुल्य घरलाई सदाका लागि त्यागेर निस्कनु आदिबाट 'मसान' नाटकभित्रको नारीवादी चेतना स्पष्टै भल्किन पुग्यो ।

विषयवस्तुको परिचय

नाटक आफैमा पूर्ण विधा हो । सुप्रसिद्ध नाटककार गोपालप्रसाद रिमालको बाल्यकालीन चिनारी अर्थात् जन्म, जन्मस्थान, बाबुआमा, शिक्षादीक्षा, साहित्यिक कार्यको थालनी, जीवनका महत्त्वपूर्ण पाटाहरू, नाट्यकृति तथा नाट्यप्रवृत्तिहरू, 'मसान' नाटकको संरचना, कथावस्तु, प्रमुख पात्रहरूको चरित्र र नारीवादलाई प्रस्तुत नाटकको विषयवस्तु बनाइएको छ ।

समस्याकथन र उद्देश्य

प्रस्तुत गोपालप्रसाद रिमाल, 'मसान' नाटक र नारीवाद शीर्षकको लेखमा गोपालप्रसाद रिमाल को हुन्, उनको पारिवारिक तथा साहित्यिक पाटो के छ, 'मसान' नाटकको विषयवस्तु, पात्रचयन कस्तो छ, अनि नारीवादका दृष्टिले 'मसान' नाटकको विश्लेषण कसरी गर्न सकिन्छ भन्ने समस्यामा केन्द्रित भई अध्ययन गरिने उद्देश्य राखिएको छ ।

पूर्व साहित्यको समीक्षा

गोपालप्रसाद रिमाल आधुनिक नेपाली नाटककार हुन् । उनको साहित्यिक यात्रा तथा नाट्यकारिताका सम्बन्धमा यसअगाडिका विभिन्न साहित्यकारहरूका साहित्यिक रचनाहरूमा चर्चा भइसकेको छ । तीमध्ये केही साहित्यकारहरूका रिमालसम्बन्धी चर्चालाई तल प्रस्तुत गर्न सकिन्छ :

- क) 'आधुनिक नेपाली साहित्यको झलक' नामक कृतिको पृष्ठ १८१ मा रत्नध्वज जोशीले बालकृष्ण समपछि नेपाली नाटकमा गोपालप्रसाद रिमालको प्रयास 'मसान' को महत्त्व उल्लेखनीय भएको चर्चा गरेका छन् ।
- ख) 'नेपाली साहित्यका केही पृष्ठ' नामक कृतिको पृष्ठ २२५ मा डा. दयाराम श्रेष्ठ 'सम्भव' ले नेपाली साहित्यको राजनैतिक इतिहासको परिप्रेक्षमा राणाकालीन नारी सन्दर्भलाई हेर्दा रिमाल नै ज्यादा इमानदार र युगसापेक्ष देखिएको कुरा उल्लेख गरिएको छ ।
- ग) 'नेपाली गद्य र नाटक' नामक कृतिको पृष्ठ १४४ मा राम पोखरेल र लक्ष्मण पोखरेलले रिमालको पहिलो कृति 'मसान' लाई मान्दै नेपाली नाटकमा रिमालको आगमनपश्चात् यथार्थवादी गद्य नाटकले प्रवेश पाएको कुरा उल्लेख गरिएको छ ।
- घ) 'नेपाली गद्य र नाटक' नामक कृतिको पृष्ठ ३६९ मा डा. पारसमणि भण्डारी र उनका साथीहरूले पाश्चात्य विश्वविख्यात नाटककार इब्सेन र बर्नाडशाले आधार मानेको यथार्थपरक-समस्यामूलक नाट्यलेखनलाई रिमालले आधार मानेका कुरा उल्लेख गरिएको छ ।
- ङ) 'रिमाल व्यक्ति र कृति' नामक कृतिको पृष्ठ १९६ मा डा. केशवप्रसाद उपाध्यायले 'मसान' नाटकको वस्तुसङ्गठन : प्रारम्भ बिन्दुदेखि अन्तिम बिन्दुसम्मका घटनाक्रमको विश्लेषण गरेका छन् ।

अध्ययनको सीमाङ्कन

प्रस्तुत अध्ययनको शीर्षक 'गोपालप्रसाद रिमाल, मसान र नारीवाद' रहने छ । यसमा रिमालको बाल्यकालीन पाटोको समान्य चिनारी दिइने, उनको शिक्षादीक्षा, साहित्यिक संलग्नता र प्रकाशित कृतिहरू, प्रमुख नाट्यकारिता, 'मसान' नाटकको संरचना, कथावस्तु, प्रमुख पात्रहरूको चिनारी दिइनुका साथै नारीवादका दृष्टिकोणले 'मसान' नाटकको विश्लेषण र उपसंहार तथा निष्कर्षखण्ड मात्र समावेश गरिनेछ ।

सामग्री सङ्कलन विधि

प्रस्तुत अध्ययनका लागि पुस्तकालयीय अध्ययनलाई मूल आधार बनाइएको छ । यसका साथै स्नातक तहमा प्राध्यापनका सन्दर्भमा प्राप्त पाठ्यपुस्तकहरू पनि यसका महत्त्वपूर्ण सामग्रीहरू हुन् ।

रिमाल व्यक्ति, कृति र प्रवृत्ति

वि सं १९७५ साल जेठ १८ गते कृष्ण पक्षको सप्तमी तिथिका दिन काठमाडौंको लगनटोलमा जन्म भई २०३० साल कार्तिक ८ गते आफ्नो इहलीला समाप्त पार्न पुगेका बहुमुखी प्रतिभासम्पन्न साहित्यकार व्यक्तित्वको नाम गोपालप्रसाद रिमाल हो । पिता उमाकान्त रिमाल तथा माता आदित्यकुमारी रिमालका जेठा सन्तान गोपालप्रसाद रिमालले वि सं १९९३ सालको एस एल सी परीक्षामा सर्वप्रथम भई औपचारिक रूपमा त्रिचन्द्र कलेजमा भर्ना भई आई ए दोस्रो वर्षसम्मको अध्ययन गरेका थिए ।^१ वि सं १९९२ मा 'प्रति' कविताबाट साहित्यिक जीवन प्रारम्भ गरेका रिमालले वि सं १९९५ मा जुद्धोदय पब्लिक हाइस्कूलको स्थापनामा सक्रिय संलग्नता जनाएको देखिन्छ ।^२ वि सं १९९७ मा अमिनीमा लफ्टन, वि सं २००० मा भाषानुवाद परिषदका लेखक, वि सं २००३ मा शारदा पत्रिकाको सम्पादक बनेर उनले नेपाली भाषा तथा साहित्यको सेवा गर्न थालेका थिए । राष्ट्रियता, प्रजातन्त्र र नेपाली साहित्यका अनन्य सेवक उनी थोरै लेखेर धेरै ख्याति कमाउन सफल साहित्यकार व्यक्तित्व हुन् ।^३ उनले स्वयम् नै 'शारदा' पत्रिकाबाट काव्य रचनाका निमित्त प्रेरणा पाएका र गद्य कविताको प्रणयनका निमित्त अमेरिकाली कवि वाल्ट ट्विटम्यान र हिन्दी कवि सूर्यकान्त त्रिपाठी 'निराला' बाट साहित्यिक प्रभाव परेको पाइन्छ ।^४ उनका प्रकाशित कृतिहरूमा मसान (२००३) र यो प्रेम (२०१६) नाटक, माया (२०१०) एकाङ्की र आमाको सपना (२०२०) कविता सङ्ग्रह नै प्रमुख मानिन्छन् । सुप्रसिद्ध मदन पुरस्कार (२०१९) र त्रिभुवन पुरस्कार (२०३०) बाट सम्मानित रिमालका यिनै प्रकाशित नाट्यकृतिहरूका आधारमा प्रमुख नाट्यप्रवृत्तिहरू केलाउने जमर्को गरिएको छ ।

गोपालप्रसाद रिमाल सामाजिक यथार्थवादी नाटककार हुन् । पश्चिमी साहित्यमा नर्वेली नाटककार इब्सेनबाट प्रभावित भएको यथार्थवादी नाट्यलेखन परम्परालाई नेपाली नाटकमा भित्र्याउने रिमाल मूलतः सोही प्रवृत्तिका नाटककारका रूपमा प्रसिद्ध रहेका छन् ।^५ रिमालद्वारा प्रकाशित दुईवटै नाटकले मानव जीवनको यथार्थ पक्षलाई केलाउँदै व्यक्तिको मूल्य, महत्त्व, स्वतन्त्र चिन्तन र अस्मिताको स्थापना गराउने काम गरेका छन् ।

१. पारसमणि भण्डारी र अन्य, नेपाली गद्य र नाटक (काठमाडौं: विद्यार्थी पुस्तक भण्डार, २०६४) पृष्ठ ३९४
२. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ३९४
३. पारसमणि भण्डारी र अन्य, नेपाली नाटक-एकाङ्की र निबन्ध (काठमाडौं: विद्यार्थी पुस्तक भण्डार, २०६७) पृष्ठ ५९
४. केशवप्रसाद उपाध्याय, रिमाल व्यक्ति र कृति, दोस्रो संस्करण (काठमाडौं, साभ्ना प्रकाशन, २०४९) पृष्ठ ९२
५. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ३९६

यस आधारमा उनलाई युगप्रवर्तक नाटककारका रूपमा लिन सकिन्छ ।^{१८} रिमाल नारीवादी चिन्तक पनि हुन् । उनका दुईवटै नाटकहरू नारी समस्यामा केन्द्रित छन् । समाजमा पुरुष वर्गले विभिन्न बहानामा नारीहरूमाथि गर्ने अन्याय, अत्याचार तथा शोषणलाई सशक्त रूपमा उजागर पाउँ पुरुषहरूको यस्तो कुप्रवृत्तिका विरुद्ध आवाज उठाउने काम रिमालले गरेका छन् । नेपाली नाट्य जगतमा नारी विद्रोहको विगुल फुक्ने पहिलो नाटककार रिमाल नै हुन् ।^{१९} उनी समस्यामूलक नाटककार पनि हुन् । आफ्ना नाटकहरूमा घटनाको विकास सहज ढङ्गले गराउनु, जीवनमा गरिएको एउटा भूलले अर्को भूललाई निम्त्याई समस्या थप्दै लैजानु उनको समस्यामूलक नाट्यकारिता हो । त्यसैले रिमाललाई आधुनिक समस्यामूलक नेपाली नाटकका जनक मान्न सकिन्छ ।^{२०} रिमाल द्वन्द्वप्रधान नाटककार पनि हुन् । उनका नाटकमा नायक र प्रतिनायक वा खलनायकका बीचमा द्वन्द्व नभएर नारी र पुरुषका बीचमा द्वन्द्व केन्द्रित भएको हुन्छ । मातृत्व, पत्नीत्व, पुत्रत्व आदिजस्ता विषयका द्वन्द्वले नाटकीय कार्यव्यापारलाई निकै प्रभावकारी बनाउने कार्य रिमालबाट भएको छ । उनका नाटकहरूको द्वन्द्वको निष्कर्ष मातृत्वको विजय हो ।^{२१} परम्परागत दुःखान्त वा सुखान्तभन्दा भिन्नै ढङ्गका नाटक लेख्ने रिमालका नाटकमा दुःखान्त र प्रहसनको मिश्रण पाइन्छ । सरल, सङ्क्षिप्त तर उच्च मूल्यका नाटक लेख्ने उनका नाटकमा पात्रहरूद्वारा जीवनमा गरिएका एउटा भूलले अर्को भूललाई निम्त्याउँछ र त्यसपछि अर्को समस्या थपिँदै जान्छ । यस आधारमा उनी समस्यामूलक नाटककार पनि हुन् । रिमालका नाटकमा संवादको भूमिका पनि अत्यन्तै महत्वपूर्ण देखिन्छ । संवादकै माध्यमबाट अतीतका घटनाहरूलाई प्रकाशमा ल्याउने तथा वर्तमानमा चारित्रिक परिवर्तनलाई आत्मसात् गराउने प्रवृत्ति रिमालको देखिन्छ ।^{२२} रिमालका नाटकले कथानकभन्दा चरित्रलाई र चरित्रलाई भन्दा पनि वैज्ञानिक तथा भावनात्मक अभिव्यक्ति र प्रभावलाई विशेष महत्व दिएका हुन्छन् ।^{२३} मध्यमवर्गीय नेपाली समाजमा पुरुषहरूको भोगवादी चिन्तनबाट पिल्सिएका नारीहरूलाई उन्मुक्तिको बाटो देखाउनु रिमालका नाटकको मूल कथ्य देखापर्दछ । परम्परागत नाटकमा भन्दा भिन्न दुई वा तीन अङ्कमा नै नाटकहरूको संरचना गर्नु, छोटो कथानक, थोरै पात्र एवम् छोटोछरितो संवाद अँगाल्नु, एक घर वा एकैस्थानका दुई घरको स्थानगत परिवेश निर्माण गर्नु, अन्वितित्रयको पूर्ण पालना गर्नु, सहजता र स्वाभाविकतालाई मान्यता दिनु, पात्रानुकूल संवादको प्रयोग गर्नु आदि प्रवृत्ति पनि रिमालका नाटकमा प्राप्त गर्न सकिन्छ । मांसल प्रेमका सख्त विरोधी रिमालले सदा सृजनशील प्रेमका पक्षमा वकालत गरेका छन् । विवाह पुरुषहरूको कामवासना सेलाउने उपयुक्त बाटो मात्र नभई सन्तान उत्पादन गरी सृष्टि प्रक्रियालाई निरन्तरता दिने सार्थक विधि हो भन्ने मान्यताका पक्षपाती रिमाल प्रेमविनाको दाम्पत्य र सन्तानविहीन दाम्पत्य उत्तिकै निरर्थक हुने भएकोले प्रेम र सन्तानलाई एक अर्काका पूरक वस्तुका रूपमा लिन पुग्दछन् ।^{२४} थोरै लेखेर पनि प्रशस्तै ख्याति कमाएका रिमालले नेपाली नाटकमा परम्पराभन्दा भिन्न यथार्थवादी नाट्यलेखन परम्पराको प्रवर्तन र प्रवर्द्धन गर्दै आफ्नो नाट्यकारितालाई अत्यन्तै समृद्ध र सशक्त बनाउन पुगेका छन् । आज उनको भौतिक शरीरले विश्राम लिएको भए तापनि आधुनिक नेपाली नाट्य साहित्यको क्षेत्रमा उनले दिएका नवीन प्रवृत्ति, मान्यता र योगदानले गर्दा उनी सदा अमर छन् र रहिरहने पनि छन् ।

६. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ६०

७. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ६०

८. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ६०

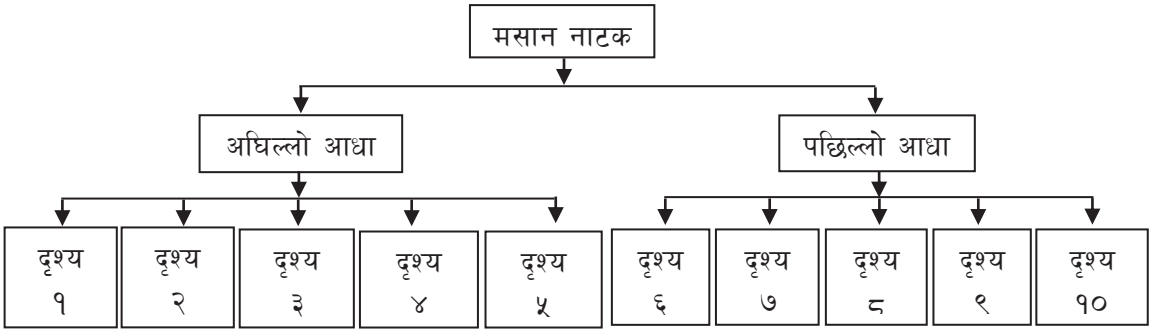
९. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ६०

१०. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ३९६

११. मुकुन्दराज शर्मा, नेपाली नाटक-एकाङ्गी र निबन्ध सहयोगी (काठमाडौं: एम के पब्लिशर्स एण्ड डिष्ट्रीब्युटर्स, २०६१) पृष्ठ २५

१२. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ६१

'मसान' नाटकको संरचनागत स्वरूप



सामाजिक यथार्थवादी नाटककार गोपालप्रसाद रिमाल (वि सं १९७५- २०३०)द्वारा लिखित तथा वि सं २००३ सालमा प्रकाशित मसान यथार्थवादी शिल्पमा आधारित नाटक हो । परम्परागत नाटकमा जस्तो पाँच अङ्कको आयोजना नरहेको ६७ पृष्ठको यस नाटकमा जम्मा दुई अङ्क रहेका छन् । जुन अघिल्लो आधा अर्थात् पहिलो अङ्कमा पाँच दृश्य अनि पछिल्लो आधा अर्थात् दोस्रो अङ्कमा पाँच दृश्य गरी जम्माजम्मी दस दृश्यको समायोजन गरिएको छ ।

'मसान' नाटकको कथावस्तु

सामाजिक घटनामा आधारित कथावस्तुयुक्त 'मसान' समस्याप्रधान नाट्यरचना हो । यस नाटकमा नाटककार गोपालप्रसाद रिमालले राणाकालीन पुरुषप्रधान नेपाली समाजमा नारीमाथि हुने गरेका दमन, शोषण, अन्याय, अत्याचारको यथार्थ चित्रण गरिएको छ । समाजमा भएका जन्म, विवाह, सन्तानको चाहना, बहुविवाह, घरभगडा, तीर्थयात्रा, नोकरचाकर, मृत्यु, घर छाड्ने परिपाटी आदिलाई यस नाटकको कथावस्तुले समेटेको छ । नाटकमा प्रमुख पात्रका रूपमा उपस्थित कृष्ण, युवती र दुलहीका माध्यमबाट दुःखान्तमा लगी विश्राम दिने काम नाटककार रिमालले गरेका छन् । नाटकको प्रमुख पात्र कृष्णले युवतीलाई थाहा नै नहुने गरी सन्तान नहुने औषधि खुवाएको छ । कति नै प्रयास गर्दा पनि आफूबाट सन्तान नहुने पाएकी निर्दोष युवतीले सन्तानको चाहना पूरा गर्न आफ्नी नन्दको छोरा अर्थात् भानिज भोटुलाई ल्याई सन्तानको माया दिएर पालेकीछे । यसबाट पनि सन्तान सुखको अनुभूति नगरेकी युवतीले लोग्नेको अर्को बिहे गरी सौता भित्र्याएर त्यसबाट सन्तान भएमा आफ्नो लोग्नेको अंश परेको सन्तान त जन्मिने सोची सासूको मिलेमतोमा कृष्णको दोस्रो विवाह गर्न पुग्छे । यस कुरामा कृष्ण त्यति खुसी देखिँदैन । आफूले युवतीमाथि गरेको अपराध आफूलाई मात्र थाहा भएको अनि सन्तानप्राप्तिका लागि निर्दोष युवतीले चालेका अनेकौं कदमहरूबाट उसमा युवतीप्रति अभै सहानुभूति र ममताभाव जागृत हुन पुग्छ । नयाँ दुलही आफ्नो श्रीमान्को अधिकारबाट टाढा हुन पुग्दछे । ऊ पूर्ण रूपमा युवतीको निगाहमा रहन बाध्य छे । घरपरिवार, श्रीमान्, सौता, सासूससुरा आदि सबैको दृष्टिमा दुलहीलाई बच्चा जन्माउन ल्याइएको मेसिनका रूपमा मात्र हेरिएको छ । पतिलाई एउटा सन्तान प्राप्तिका लागि दुलहीसँग नजिकिने वातावरण मिलाउन युवती आफू कहिले माइत गईदिने, कहिले सोही कार्यमा लाग्न श्रीमान्लाई उत्प्रेरित गर्ने आदि गर्दै रहँदा दुलही गर्भवती हुन पुगेकी छे । उसको गर्भावस्थाको उचित स्याहारसम्भार र खानपानको सही व्यवस्था मिलाएको नपाइए तापनि सासूससुरा तीर्थयात्रामा रहँदै गर्दा यता दुलहीबाट छोरा जन्मन पुग्छ । छोरा जन्मिएकोमा दुलहीभन्दा

बढी युवतीमा हर्ष बढेको अनि प्रशव पीडामा पनि युवतीमा बढी छटपटाहट भएको कुरा नाटकमा देखाइएको छ । सुत्केरी अवस्थाकी दुलहीले आवश्यक स्याहार सुसार पाएकी छैन । नवजात शिशुलाई समेत दूध चुसाउने धाई राख्नेसम्मको वातावरण युवतीले मिलाएको कुरा थाहा पाएपछि दुलहीले उक्त कुरामा असहमति जनाउन पुग्दछे । चिन्ता नै चिताको मूल बाटो हो भनेभैँ सुत्केरीममा राम्रो स्याहार सुसार नपाउनु, श्रीमान्को मन जिती नजिक पार्न नसक्नु, आफूले जन्माएको छोरासँग समेत दूधको नाता मात्र बाँकी रही सौताले खोसेर लानु आदिजस्ता कुराहरूबाट चिन्तित दुलही दीर्घ रोगी बन्दै जान्छे । सन्तानवती कान्छी पत्नी भएर पनि आफू पूर्ण हक अधिकारमा नभई निगाहमा रहनु परेको अनि पुत्रमाथिको अधिकारबाट पनि वञ्चित हुनु परेकोमा साह्रै चिन्तित भएकी छे । ऊ कसैको निगाहमा नभई आफ्नो पूर्ण हक र अधिकारको खोजीमा उभिएकी छे । उसमा श्रीमान्, सौता र सासूप्रति पूर्णरूपमा आक्रोश बढ्दै गएको छ ।

युवती र कृष्णले सुरुमा भोटुलाई माग्न जाँदा अर्को विहे पनि नगर्ने अनि भोटुलाई नै आफ्नै सन्तान मानी उसको लालन-पालन, लेखपढ गराउने सर्तमा ल्याएका थिए । जब कृष्णले अर्को विहे गर्यो, छोरा पायो त्यसपछि कृष्णकी बहिनीले पनि माइतीसँग रिसाउँदै भोटुलाई फिर्ता लगेकी र माइत नै आउन जान छाडेकी छे । उता कृष्णको ज्वाइँले कृष्णकी बहिनीमाथि सौता हालेको छ । युवतीको मातृत्वहरण गरेर आफूले ठूलो अन्याय गरेको कुराको रहस्य कृष्णले युवतीसामु खोल्न पुग्छ । युवती आफू अन्यायमा परेको खबर सुनाएर दुलही अर्थात् विरामी सौतासँग माफी माग्न जान्छे । मानसिक रोगले ग्रसित दुलहीले युवतीका कुरा नसुनी बोक्सी आई भन्दै उसलाई दुङ्गाले हान्छे र आफू पनि मुर्छा परी सदाका लागि विदा हुन पुग्दछे । यसरी जब पुरुष वर्गबाट नारी वर्गमा भएको अन्यायको रहस्योद्घाटन हुन्छ तब युवतीलाई आफ्नो पतिको घृणित एवम् नारी जीवनको वास्तविकता नबुझी नारीलाई खेलौना मात्र ठान्ने खराब प्रवृत्तिको तीव्र प्रतिरोध वा विरोध गर्ने हिम्मत बढेर आउँछ । यसैको परिणामस्वरूप युवती डरलाग्दो विद्रोहमा उत्रिँदै आफ्नो पतिको घरलाई मसान सम्भेर त्याग गरी अज्ञातस्थलतर्फ लाग्छे अनि नाटकीय कथावस्तुको अन्त्य पनि हुन पुग्दछ ।

पात्रविधान

गोपालप्रसाद रिमालद्वारा लिखित मसान नाटकमा बहुपात्रहरूको समायोजन गरिएको छैन । यसमा प्रमुख रूपमा कृष्ण, युवती, दुलही, वागती, सासूससुरा, भोटु, नोकरहरू आदि पात्रहरू उपस्थित छन् । यसमा पनि नाटकको मुख्य कथावस्तु कृष्ण, युवती र दुलही तीन पात्रमा केन्द्रित रहेको छ । यी मुख्य तीन पात्रहरूका चारित्रिक विशेषताहरूलाई तल देखाउने प्रयास गरिएको छ ।

कृष्ण प्रस्तुत नाटकको केन्द्रीय पुरुष पात्र वा नायक हो भने युवती उसकी प्रेमिका, केन्द्रीय नारी पात्र वा नायिका हो । दुलहीचाहिँ कृष्णकी दोस्री श्रीमती अनि युवतीकी सौताका रूपमा उपस्थित नाटककी सहनायिका हो । यी तीनजना पात्रहरूमा आआफ्नै किसिमका चारित्रिक विशेषता पाइन्छन् । एक सहरिया उच्चमध्यम वर्गीय पुरुषहरूको प्रतिनिधि पात्र कृष्ण आफ्नी प्रेमिका युवतीप्रति पूर्ण समर्पित भएर पनि दीर्घकालसम्म युवतीलाई भोगविलास गर्ने तीव्र आकाङ्क्षामा लीन भई युवतीमा निहित सिर्जनाशक्तिमाथि सन्तान नहुने औषधि खुवाई बाँझी तुल्याएको छ । यस कुरालाई बुझ्न नसकेकी निर्दोष युवतीले आफैँमा कुनै शारीरिक कमजोरी ठानी कमसेकम सौताबाटै जन्मिएको सन्तान भए पनि त्यसमा आफ्नो पतिको अंश त परेको हुन्छ भनी लोग्नेलाई अर्की पत्नी विहे गर्न बाध्य पाछे । सौता त छ तर रोगी हुनाको कारण केही

गर्न नसक्ने अवस्थाकी भएकोले अर्को बिहे नगरी नहुने छाप पारेर युवतीले नै भुक्त्याएर दुलहीसँग कृष्णको अर्को बिहे गराएकी छे । पश्चिमी संस्कार र संस्कृतिबाट प्रभावित कृष्ण भोगवादी, गैरजिम्मेवार, र कर्तव्यच्युत व्यक्ति हुनाको कारण युवतीको करबलबाट दुलहीसँग नजिकिएर छोरा जन्माएको नै भए तापनि न त छोराप्रति न त छोराकी आमाप्रति नै जिम्मेवार देखिन्छ । जसको परिणामस्वरूप दुलही त बिरमी भई मर्न नै पुग्दछे । नारी समस्या र पीडाको मूल कारक कृष्णका मानवताहीन, विवेकहीन, व्यक्तिवादी, नालायक र अकर्मण्य कार्यको परिणामस्वरूप दुलहीले छोरा पाए पनि त्यस घरमा कुनै किसिमको शान्ति छाउन सकेन । नारीलाई भोग्या वस्तुको सिकार ठान्ने प्रवृत्तिबाट युवती प्रत्यक्ष प्रभावित हुन पुगी भने आफ्नो धर्म, कर्तव्य र जिम्मेवारीमा लीन नहुनाको कारण दुलहीले तड्पिई तड्पिई ज्यान गुमाउनु पर्यो । जब कृष्णबाट आफूमाथि घोर अन्याय भएको कुरा युवतीलाई थाहा भयो तब आफ्नो अस्तित्व र अधिकारका लागि विरोधमा उत्रिन सक्ने खरो स्वभावकी नारी हो युवती । समय र परिस्थितिलाई बुझी त्यहीअनुसार चलनसक्ने क्षमता युवतीमा छ । कृष्ण एक पुत्र, पति, दाजु, मालिक, पिता तमामा आदिको स्थान पाएर पनि आदर्श भूमिका निर्वाह गर्न नसक्ने एक असफल व्यक्ति हो । सङ्घर्ष गर्नुपर्ने स्थितिको बोध भएर पनि सङ्घर्ष गर्न नसक्ने, सहानुभूतिशील नारी पात्रका रूपमा उपस्थित दुलहीले अधिकार र स्वतन्त्रताको खोजी त गरेकी छे तर ती कुराहरू निरर्थक भएका छन् । ऊ कसैको दया र निगाहमा बाँच्न चाहन्न । यसरी तीन विपरीत विचारधारा, प्रवृत्ति अनि क्रियाकलापका कारण मसान नाटकलाई वास्तविक मसानमा लगेर टुङ्ग्याउने काम यिनै तीन जना मुख्य पात्रहरूका माध्यमबाट गरेका छन् । 'नारीलाई जिउँदै दागबत्ती दिने घर मसान हो' भन्दै गृहत्याग गर्ने युवती, सन्तानवती भएर पनि उचित सम्मान, मर्यादा, इजजत, ममता आदि नपाएर मृत्युवरण गर्न पुगेकी दुलही अनि नारीलाई खेलौना ठानी इजजत नगर्ने, सन्तान सुखमा नरमाउने, असफल जीवन बिताउने, विलासी, अकर्मण्य र मपाईत्वले ग्रस्त हृदयहीन स्वाँठ हुनाको कारण मसान नाटक वास्तविक मसानघाटमै पुगेर दुःखद अन्त्य भएको छ ।

नारीवादका दृष्टिकोणले 'मसान' नाटक

यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवता ^{१३} अर्थात जहाँ नारीको पूजा हुन्छ, त्यहाँ देवता पनि खुसी हुन्छन् भन्ने मूल मान्यतालाई आत्मसात गर्नुपर्ने काम मसान नाटकमा भएको छ । स्वयम् नाटककार गोपालप्रसाद रिमाल पनि एक आदर्श नारीवादी चिन्तक हुन् । मसान नेपाली नाटकको पारिवारिक सामाजिक जीवन र नारीको स्थितिलाई चित्रित गर्ने क्रान्तिकारी नाटक हो ^{१४} मसान नाटकमा उपस्थित नारी पात्रहरूले नारी हक अधिकार र नारी आदर्शको खोजी गरेका छन् तर नपाउनाको कारण कसैले तड्पिई तड्पिई घर छाडेका छन् त कसैले मृत्युवरण नै गरेका छन् । नारी सृजनाकी मुहान हुन् । सृष्टिकी आधारस्तम्भ पनि नारी नै हुन् । मानौं, यो सुन्दर संसारबाट नारी जातिले विदा लिए भने त्यसपछिको संसारको स्थिति के होला ? सोचन पनि नसकिने अवस्था पक्कै आउन सक्छ । प्रेमिका, पत्नी, बुहारी, सौता, आमा आदिजस्ता नारीका विविध रूपको चर्चा गरिएको प्रस्तुत मसान नाटकले नारीको सार्वभौम र सर्वाधिक सार्थक रूप मातृत्वमा देखेको छ ^{१५} नारी मायाकी खानी पनि हुन् । उनी अरुलाई पनि अत्यन्तै माया खन्याउँछिन् भने आफू पनि अत्यन्तै माया चाहन्छिन् ।

१३. सुश्री निर्मला शाही, **भानुभक्त विशेषाङ्क**, (काठमाडौं: नेपाली साहित्य परिषद्, २०२६) पृष्ठ २४३

१४. केशवप्रसाद उपाध्याय, **पूर्ववत्**, पृष्ठ २४४

१५. पारसमणि भण्डारी र अन्य, **पूर्ववत्**, पृष्ठ ७२

घरायसी कामधन्दामा सीमित रही केवल पुरुषका खेलौना बन्नु र जीवन गुजार्नुमा नारीले जीवनको सार्थकता भेट्दिनन् । नारीले पुरुषका भोग्या वा खेलौना बनी उनीहरूलाई बासनातृप्तिका साधनका रूपमा सदा तयार भइदिनुपर्ने, उनीहरूले आफूमाथि जति नै दमन र शोषण गरे पनि हाँसेरै सहिदिनुपर्ने, पुरुषका खेलौना बनी सन्तान उत्पादन गर्ने मेसिन बनिदिनुपर्ने, कुनै पुरुषले नारीको सृजनात्मक क्षमता वा मातृत्वशक्तिमाथि प्रश्नचिह्न खडा गरेमा पनि त्यसलाई अन्याय नठानी सहिरहनुपर्ने, नारीलाई जिउँदै दागबत्ती दिँदा पनि सजिलै र सहजै चितामा चढेर सुत्यन अनि जल्नुपर्ने जस्ता कुकार्यहरू सहन नारीहरू विवश छन् ।

नवीन सृजनामा नारीत्वको सार्थकता देख्ने र नवजात शिशुको सेवामा जीवनको मूल्य खोज्ने प्रबल नारीभाव र मातृत्वचेतना नारीमा पाइन्छ । आफ्नो शारीरिक स्वार्थमा भन्दा सन्तानसुखको स्वार्थमा रमाउने मातृत्वभाव नारीमा मात्र खन्याएको हुन्छ । जन्मेको १५/१६ वर्षपछि नारीमा प्रेमभाव जागृत हुनु, विपरीत लिङ्गप्रतिको आकर्षण बढ्नु कुनै नौलो कुरा होइन । जब नारी प्रेमिकाबाट पत्नीमा रूपान्तरित हुन्छिन् तब प्रत्येक नारी आमा बनेर सन्तानमाथि मातृत्वभाव खन्याउन चाहन्छन् । मातृत्व प्राप्तिका लागि प्रसव पीडा सहन तयार नारी आमा भएपछि लोभलाग्दी, सम्मानित र गरिमामय बन्ने विचार नाटकमा व्यक्त भएको छ ।^{१६}

नारीवाद पुरुषसत्ताको विपरीत नारीसत्ता स्थापनाको निमित्त आएको होइन । यो समानता हो, नारी र पुरुषबीचको न्यायिक सम्बन्धको थालनी हो ।^{१७} मसान नेपाली समाजको पारिवारिक-सामाजिक जीवन र नारीको स्थितिलाई चित्रित गर्ने क्रान्तिकारी नाटक हो ।^{१८} नेपालका ठूलाबडा, धनीमानी अनि शोषक सामन्त मानिएका व्यक्तिहरूका घरघरमा नारी जातिउपर हुने अत्याचारलाई मूर्त रूप दिनु र नारी जागरण ल्याउनु नै मसान नाटकको उद्देश्य हो । आधा आकाश र आधा धर्ती ढाकेका सृष्टिका आधारभूमि नारीहरू कहिल्यै पुरुषभन्दा कमजोर हुन सक्दैनन् । प्रकृतिले नारी जातिमा थोरै शारीरिक दुर्बलता दिएको होला तर मातृत्वकी खानी अनि सृजनाकी जननी नारी मानसिक लगायत अन्य कुनै कुराबाट पनि कमजोर हुन सक्दिनन् । सहनशीलता, इमानदारिता, मृदुभाषिता, आशावादिता, कोमलता, दूरदर्शिता आदिजस्ता सर्वगुणसम्पन्न भएर पनि पुरुषहरूका घुमाइ र घृणित व्यवहारको सिकार भई नारीले आफ्नो जीवन मसानसरह बनाउन विवश छन् । के युवतीले कृष्णसँग प्रेम गर्नु, बिहे गर्नु, सन्तानको आशा अर्थात् सृजनामा रमाएर सृष्टिलाई निरन्तरता दिन खोज्नु, आफूमा नहुने भएपछि लोभनेको अंश परेको सन्तानको आशा गर्दै घरमा सौता भित्र्याउनु अभिशाप हो र ? अर्काको विश्वासमा परी 'रोगी र अशक्त सौता छ भने ठीकै छ नि त !' भनी कृष्णसँग दुलहीले बिहे गरेर आउनु, सिङ्गो घरपरिवारले सन्तान जन्माउन ल्याएको मेसिनको व्यवहार गर्दा र लोभनेले कतिबेल फुटेको आँखाले नहेर्दा पनि सहनशील भई चुपचाप रहनु, करबल सन्तान जन्माउनु तर सन्तानको सेवा गरी सन्तानसुखमा रमाउन नपाउनु, सुत्केरी अवस्थामा बेस्याहार भई मिल्किनुको कारण सदा विरामी भई एक ट्याबलेट सिटामोलको पनि रहर हुनुमा दुलहीको कहाँनिर के दाष छ त ? मानसिक तनावमा तड्पिँदा तड्पिँदै उसले आफ्नो इहलीला नै समाप्त पारेकी छे ।

१६. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ७२

१७. कैलाश कुमार शिवाकोटी, प्रताप वन, विश्वप्रसिद्ध भनाइहरू (काठमाडौं: विद्यार्थी पुस्तक भण्डार, २०६२) पृष्ठ ९८

१८. केशवप्रसाद उपाध्याय, पूर्ववत्, पृष्ठ २४४

यहीनेर आफ्नो नारी सृजनात्मकता असफल हुनुको मूल कारक सन्तान नजन्माउने औषधि खाउने कृष्ण भएको पर्दाफास भई नारीलाई जिउँदै दागवत्ती दिने घर मसान सम्झँदै युवतीले पनि घर छाड्न बाध्य भएकी छे । यसरी कृष्णको स्वर्गरूपी घरका जोर बत्तीरूपी लक्ष्मीहरू कोही मर्ने, कोही हिँड्ने गरी कृष्णलाई त एकलो बनाए, बनाए त्यो विचरा मातृविहीन अबोध शिशुको अवस्था त भन् भयावह नै हुन पुगेको छ । नाटकको अन्त्य अर्थात् उपसंहारखण्डमा नाटककारले भनेका छन्, “वाग्मती पनि आजकल मकहाँ चाकरी लाग्न आएकी छे,,,,,,,”! विचरा भोटु त खसेछ । कृष्णकी बहिनी (नानी) अरू छोराछोरीहरूसित माइती नै आएर बसेकी छिन् रे- पोइको चाल सहिनसक्नु भएर । अनि कृष्णका अमाबाबु दुवै काशीवास गएछन् । छोरो त बाभ्चेकै छ रे, कृष्णको अर्को बिहेको कुरा पनि राम्रै चलिरहेछ रे,,,,,,,”!^{१९}

यसरी युवती र दुलहीको मात्र शोषण भएको नदेखाई नाटककार रिमालले कृष्णकी बहिनी र वाग्मतीको अवस्था पनि डामाडोल भएको देखाएका छन् । लोग्नेले आफूलाई रातदिन कुटपिट गर्नु अनि घरभरि छोराछोरी भइसकेपछि पनि अर्की स्वास्नी ल्याउनुको परिणामस्वरूप कृष्णकी बहिनी माइत आउन बाध्य भई । नारीलाई वासनातृप्तिको साधन अनि सन्तान जन्माउने मेसिन ठानेको कृष्णको ज्वाइँले बगेल्ती छोराछोरी जन्मायो, कृष्णकी बहिनीलाई थोत्री बनायो अनि अर्की स्वास्नी ल्यायो । छोराछोरीको जतन गरेन । जसको परिणामस्वरूप भोटु पनि मर्न पुग्यो । वाग्मती लोग्नेबाट अपहेलित हुनाको कारण घर छाडेर युवतीको छहारीमा आएकी थिई । त्यहाँ पनि कृष्णको बदमासीका कारण पुरुषसत्ता हावी भएको घर मसान हो भन्दै घरै छाड्नुपर्यो, दुलही पनि घरपरिवार र कृष्णको नारी हिंसाको सिकार भई मर्न पुगी । अनि त वाग्मतीको लागि टेक्ने हाँगो न समाउने डालो भइहाल्यो । यो सबै हुनुको पछाडि मूल कारक भनेको पितृसत्ताको खोल ओढी नारीमाथि गरिने दुर्व्यवहारको परिणति नै हो । आफू आएको धरातल बिर्सने अनि पृथ्वीभैँ क्षमाशील नारी जो आमा, पत्नी, बहिनी, नोकर्नी आदिका विविध रूप भएर पनि समग्रमा आदर्श देवी हुन् भन्ने मान्यतालाई आत्मसात नगर्ने पुरुष सत्ताप्रतिको दह्रो विद्रोह र नारीवादको आदर्शतालाई प्रस्तुत नाटकले सदा अङ्गीकार गरेको छ ।

उपसंहार

सुप्रसिद्ध सामाजिक यथार्थवादी नाटककार गोपालप्रसाद रिमालद्वारा लिखित तथा वि सं २००३ सालमा प्रकाशित मसान नारी समस्यामा केन्द्रित उत्कृष्ट नारीवादी नाटक हो । यसै परिवेशमा राणाकालीन पुरुषप्रधान नेपाली समाजमा नारीमाथि हुने गरेका दमन, शोषण, अन्याय, अत्याचारको यथार्थ रूपमा चित्रण गर्न मसान नाटक सर्वोपरि छ ।^{२०} पति पत्नीबीच कामवासनाजन्य क्रियाकलाप मात्र सर्वस्व ठान्ने प्रवृत्ति गलत हो । नारी अस्तित्वलाई नारीत्व, पत्नीत्व र मातृत्व तीनै रूपमा सुरक्षित रहन दिनुपर्छ ।^{२१} यसमा पनि मूल रूप भनेको नारीका लागि मातृत्व नै हो । आमा भएपछि नारीको सम्मान प्रेमिका र पत्नीभन्दा उच्च हुन्छ । मातृत्व प्राप्य छ, महिमामय छ र आराध्य पनि छ । मातृत्वले नै संसारमा सृष्टि परम्परा कायम छ ।^{२२} मसान शब्दको व्यञ्जनात्मक अर्थ पीडा र यातना दिइने घर हो ।^{२३}

१९. गोपालप्रसाद रिमाल, **मसान**, सोह्रौँ संस्करण (ललितपुर: साभा प्रकाशन, २०४९) पृष्ठ ६७

२०. मुकुन्दराज शर्मा, **पूर्ववत्**, पृष्ठ ३२

२१. माधवप्रसाद काफ्ले र हिमलाल पुरी, **नेपाली नाटक-एकाङ्गी र निबन्ध**, (काठमाडौँ: वाणी अफसेट मुद्रणालय २०६८) पृष्ठ ५६

२२. माधवप्रसाद काफ्ले र हिमलाल पुरी, **पूर्ववत्**, पृष्ठ ५६

२३. केशवप्रसाद उपाध्याय, **पूर्ववत्**, पृष्ठ २३४

यस तात्पर्यलाई युवती, दुलही, वाग्मती र कृष्णकी बहिनीका सन्दर्भहरूबाट नाटककारले पुष्टि गर्ने काम गरेका छन् आमा बन्न नदिने र आमाको अनादर गर्ने घर मसान हो।^{२४} कृष्णबाट युवतीमा सृजनाशक्ति मारेर आमा हुनबाट वञ्चित गराइएको छ। दुलही आमा बनेर पनि तिरस्कारपूर्ण जीवन जिउँदै मर्न पुगेकी छे। आमा बनेर पनि कृष्णकी बहिनीले विविध यातना पाउनुपर्ने, वाग्मतीले घर छाडेर अर्काको चाकरी गर्नुपर्ने र भएको छोरो पनि गुमाउनुपर्ने हुनाले शिशुविहीन संसार मात्र होइन, जननीको विचल्ली गरिने समाज पनि मसान नै हो।^{२५}

तत्कालीन राणाकालीन परिवेशमा नारीहरूप्रति परिवार, समाज र राष्ट्रले हेर्ने दृष्टिकोण नै गलत थियो। सृजनाकी मुहान नारीमाथि कुदृष्टि राख्ने, खेलौना तथा वासनातृप्तिको साधन ठान्ने, सदा षोडसी रहोस् भनी ऊभित्रको सन्तानप्राप्तिको सृजनाशक्ति मारिदिने, सन्तान जन्माउने मेसिनबराबर मानी कतिपयले ग्यालग्याली सन्तान जन्माएर उक्त नारीलाई अपहेलना गरी छोराछोरीसहित घरबाटै निकालिदिने, बहुविवाह गर्ने, नारीभित्रको सृजना अर्थात् मातृत्वको अधिकारलाई वास्तै नगरी उसको जीवन बरबाद पारिदिने आदि प्रवृत्तिहरू प्रशस्त भएका थिए। त्यसैको यथार्थ तस्वीर नाटककार रिमालले यस मसान नाटकमा खिचेका छन् र सुधारको अपेक्षा पनि राखेका छन्। त्यसैले नाटककार रिमालले मातृत्वको सम्मान, समर्थन र विजय देखाउन मातृत्वको हत्यारा कृष्णलाई पराजित तुल्याई अर्को जन्ममा युवतीको छोरो भई जन्मेर आमाको सेवा गर्ने प्रार्थना गराउँछन्।^{२६} यसरी मातृत्ववेग प्रवल गराई नारीलाई वास्तविक नारीका रूपमा बाँच्न दिऊँ अनि घर, समाज र देशलाई नै मसान हुनबाट बचाउने प्रगतिवादी सोच राखिएको प्रस्तुत नाटक नाटककार रिमालको महत्वपूर्ण उपलब्धि सावित भएको छ।

निष्कर्ष

सुप्रसिद्ध नाटककार गोपालप्रसाद रिमाल (वि.सं. १९७५-२०३०) एक क्रान्तिकारी तथा विद्रोही नाटककार व्यक्तित्व हुन्। नेपाली समाजको यथार्थ वस्तुस्थिति केलाई नारीहरूप्रति सहानुभूतिको स्वर अभिव्यक्त गर्न सफल उनी स्पष्ट नारीवादी चिन्तक नै मानिन्छन्। भाषिक सरलता, मौलिकता, सहजता र तार्किकता, न्याय र समानता, मनोवैज्ञानिक दृष्टि, नारीहरूको अस्तित्व र गौरवका पक्षमा वकालत, उद्देश्यपूर्ण सिर्जना आदि नाट्य प्रवृत्तिहरूले बरण गरेका रिमाल आधुनिक नेपाली नाट्य साहित्यको फाँटमा एक सफल नाटककार नै मानिन्छन्। 'विवाह यौनेच्छाको लागि मात्र होइन, यसमा सन्तानोत्पत्तिको पनि प्रमुख रूप र मूलभूत सिद्धान्त रहन्छ' भन्ने मूल उद्देश्यका साथ रचित 'मसान' नाटकले पुरुषले गरेका अन्याय विरुद्ध विद्रोह गरेको छ। पुरुषप्रधान अत्याचारले चिथोरिएका, शोषणले सुकेका र बासनाले डसिएका नारीहरूका विविध अवस्था र चरित्रको चित्रण गरी तिनलाई आफ्नो हक, न्याय र समानताका निमित्त बोल्ल र विद्रोह गर्न लगाएर समाजमा क्रान्तिकारी परिवर्तन ल्याउने उद्देश्य राखेको छ। 'मसान' नाटकको केन्द्रीय कथ्य पनि यसैमा निहित छ। नाटकको मुख्य पुरुष पात्र कृष्ण सम्पूर्ण सदरिया युवाहरूको प्रतिनिधि पात्र हो। नारी पात्रका रूपमा उपस्थित युवती र दुलहीले पनि सिङ्गे समाजका पीडित नारीहरूको प्रतिनिधित्व गर्दै र विद्रोहका स्वर उराउँदै आधा आकाश अनि आधा धर्ती ढाकेका नारीहरूको मुक्तिको बाटो चाहेका छन्।

२४. केशवप्रसाद उपाध्याय, पूर्ववत्, पृष्ठ २३४

२५. केशवप्रसाद उपाध्याय, पूर्ववत्, पृष्ठ २३४

२६. पारसमणि भण्डारी र अन्य, पूर्ववत्, पृष्ठ ७२

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७. रिमाल गोपालप्रसाद, (२०४९), मसान, काठमाडौं: साभा प्रकाशन ।
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११. सुश्री शाही निर्मला, (२०२६) भानुभक्त विशेषाङ्क, (काठमाडौं: नेपाली साहित्य परिषद् ।

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Marsyangdi Journal, an annual academic journal published by Research Management Cell (RMC) of Marsyangdi Multiple Campus, welcomes research articles from multidisciplinary areas including language teaching, education, social science, natural science, and management. Articles for the journal must be standard, research-based and within the scope of the journal. Authors submitting articles must follow the guidelines below:

- The articles must be within the limitation of 4000-7000 words including references, illustrations, graphs and charts. The manuscript must be prepared in Microsoft Word (preferably MS Word 10) using Times New Roman 12 point font size in English and Preeti 14 point font size in Devnagarik script.
- Articles must be original and not previously published in any other journal either in printed or in electronic form. It also must not be in the process of being reviewed for publication in any journal.
- Current A. P. A. Citation (7th Ed.) must be followed along with its in-text citation and referencing.
- The submitted articles will undergo through a blind submission policy and will be anonymously reviewed by two reviewers to determine if the articles meets the standard of the peer-review journal.
- The article must have its cover page including the author's name and affiliation. The author's name must not appear in any other parts of the text.
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- The article should be submitted to RMC, Marsyangdi Multiple Campus at mmcampus2020@gmail.com, which has the authority of making the final decision on its publication.

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Title: (Times New Roman, 12 pt, in Bold, maximum 12 words in English, and Preeti, 14 pt. in Bold in Devnagarik script)

Abstract: (approximately 150- 250 words, justified, Times New Roman, 12 pt., single line spacing)

Keywords: (not more than 7 words)

Introduction: (should justify title, context, purpose and the rationale of the study)

Review of Literature: (may include theoretical, empirical and policy review)

Methodology: (include research design, tools, participants and procedures precisely)

Results and Discussion: (corroboration of the findings vis-à-vis theory developed/tested)

Conclusion and Implications:

Acknowledgement/s (if any)

References

Appendices (if necessary)

Peer Review Process of Marsyangdi Journal

